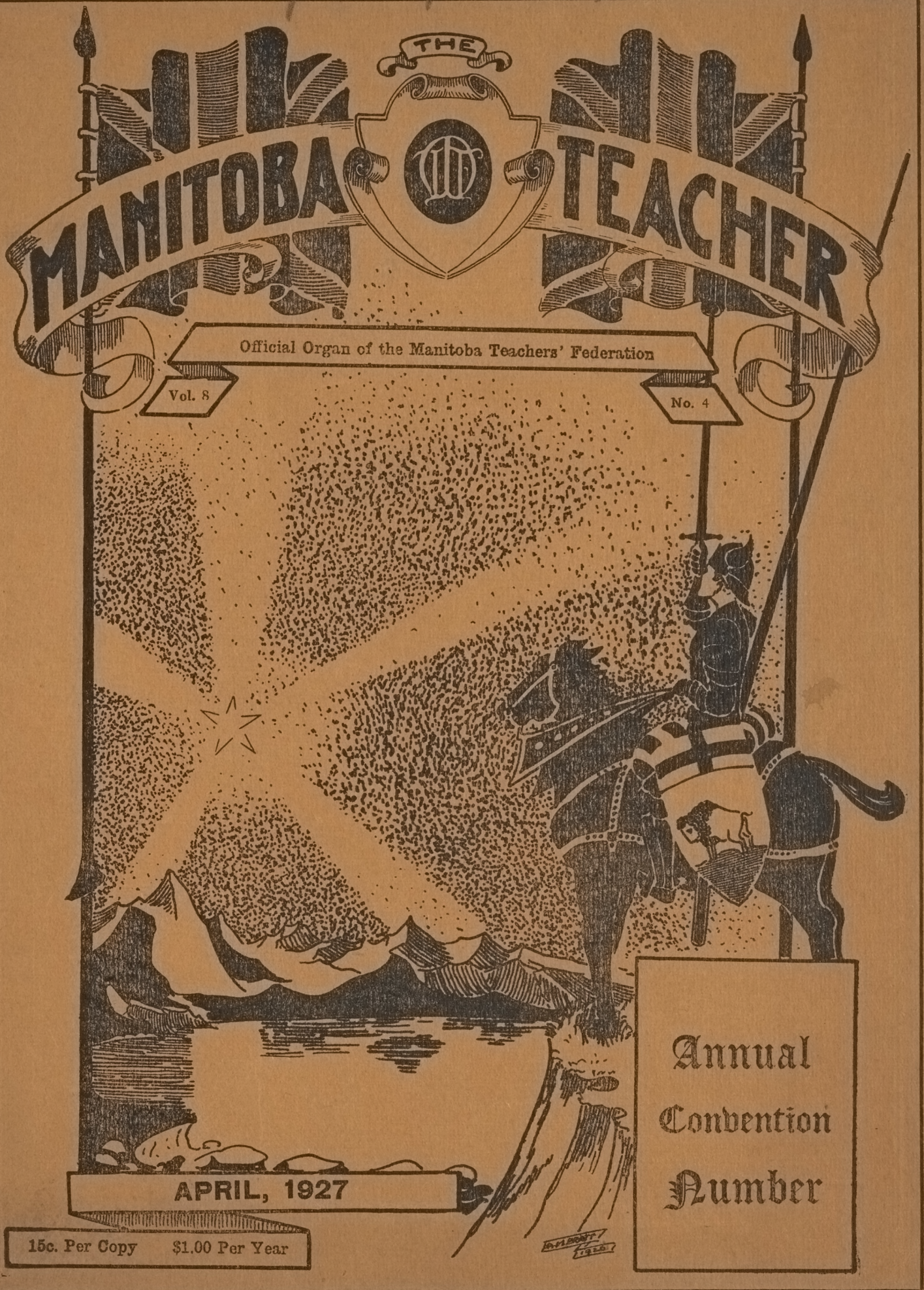


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PUBLISHED AND CONTROLLED BY THE M.T.F. PUBLICITY COMMITTEE
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WINNIPEG, APRIL, 1927

No. 4

Editorial

THE NEW CONTRACT FORM

THERE will be issued very shortly by the Manitoba Department of Education a new Teacher's Agreement Form, which is a marked improvement on the one formerly used, and which represents the consummation of the careful and earnest efforts of the Legislative Committee of the Manitoba Teachers' Federation. The new form has been adopted after conferences with the Executive of the Manitoba Trustees' Association and with the Department of Education, at which the terms of the contract were thoroughly discussed. It has thus the approval of all the parties concerned; and there is great cause for satisfaction in the sympathetic and friendly atmosphere which characterized the conduct of the necessary discussions. Briefly, the chief features are as follows:

1. The terms of engagement and remuneration are set forth in the most definite manner, and the possibility of error is almost negligible. All one year contracts terminate at the end of the school year, viz., June 30th.

2. Paragraph 1 provides either for (a) a single year's engagement, or (b) a probationary period of employment. The Trustees were very desirous that provision should be made in the agreement form for a "trial" period.

3. At the same time, in essence the agreement is a continuous one. Paragraphs 2 and 3 provide for this, and contracts can be terminated only by formal notice. The manner of remuneration is set forth in such a way as to encourage an increase being given in successive years of engagement, and especially takes into consideration the government grant which is forthcoming, when a teacher is retained for a second year.

4. The method by which the agreement is to be terminated is stated in paragraph 7. A month's notice must be given, and it must be in writing. This notice, by either party, cannot be given in the months of July and August. In other words the parties to the agreement must practically decide in the month of May exactly what they intend to do in regard to the new school year following. This provision affects alike both trustees and teachers and safeguards the interests of both. From the teacher's point of view, he has the advantage of knowing that he will not unexpectedly be faced with the prospect of seeking a new position in the month of August, for example, as has sometimes happened.

5. Where it is felt that actual injustice has been suffered in case of dismissal, the right of the teacher to have the facts reviewed by the Board of Reference is explicitly conferred in the contract.

6. A number of small matters, such as attendance at Teachers' Con-

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ventions, are clarified by the terms of the new agreement form.

7. The payment of salary is to be made on the last teaching day of each month. This provision will be especially appreciated in the month of December, since payment will take place before the teacher leaves for the Christmas holidays.

Certain modifications were made in the original draft to meet the wishes of the Executive of the

Manitoba Trustees' Association; but the final terms of the contract have been agreed to by all the parties affected. The Legislative Committee, under the able chairmanship of Mr. C. W. Laidlaw, has devoted a great deal of time and thought to this most important matter, and we congratulate them most heartily on the success of their labours, which have resulted in what may be considered the finest Teachers' Agreement Form in Canada.

The Winnipeg Situation

After the mass meeting of Winnipeg teachers, held on February 22nd, the Conference Committee sent a letter to the School Board urging them to reconsider their decision in the matter of "conferences." The Board were earnestly assured that any difference of opinion, at the present time, implied neither a forgetfulness on the part of the teachers of the great consideration they had received in the past, nor any lack of confidence in the future. It was pointed out that, although the Board's letter of Feb. 9th stated that, in their opinion, no good purpose would be served by attempting to define the word "conference," their previous letter of Jan. 11th had already given an interpretation of the word which was virtually a definition, and which reduced a conference to the status of a mere delegation. Attention was drawn to the essential difference between the Board's interpretation and the Federation's

definition, namely, "a **statement** of the teachers' views" in the former, and, in the latter, "an **interchange** of views which would lead, as closely as possible, to a definite understanding."

The School Board considered this communication, and, after much discussion, decided that, before coming to a final decision in the matter, they would again meet with the Conference Committee. This meeting will be held on April 7th, and it is the sincere desire of the Board, the Federation, and the general public, that an amicable settlement will be reached. We, on our part, feel that the principle involved is of vital importance. It is clearly recognized that the security and dignity of the profession are seriously threatened, and that a Federation without the right of conference would be impotent.



DEPARTMENTAL BULLETIN

ISSUED BY PROVINCIAL DEPARTMENT OF EDUCATION



ALGEBRA, GRADE XII.

Teachers of Grade XII. classes should inform their students that the tables of logarithms found on pages 124 and 125 of the authorized text and the interest tables found on pages 160 and 161 of the text will be supplied to the students at the examination in Algebra. The students will be expected to know how to use these tables.

MICHIGAN COLLEGE OF MINING AND TECHNOLOGY SCHOLARSHIP

The Michigan College of Mining and Technology, situated at Houghton, Michigan, U.S.A., offers each year a free scholarship to one student from the Province of Manitoba. This scholarship relieves the holder from paying of tuition and matriculation fees connected with

his course in the college. Further information may be had on application to the Department of Education.

RELIGIOUS EDUCATION AT THE SUMMER SCHOOL

In response to many inquiries the Summer School Committee announces that a course in Religious Education will be given at the Summer School at the coming session if a sufficient number of students apply for this work. The course will be conducted by Dr. A. E. Hetherington, of Wesley College. Students who successfully complete this course will be credited for Religious Education III. or Religious Education IV. of the Senior Division.

Those interested in such a course should make application to the Secretary, Summer School Committee, Department of Education, not later than April 30th.

The League of Nations

Article 7—"Preparation for the League"

(By D. C. HARVEY, University of Manitoba)

IT is a useful antidote both to undue optimism and extreme disenchantment to recall the fact that for three hundred years the European nations have been experimenting with the ideas of the rule of law and the adjustment of disputes without recourse to war. With this perspective The League of Nations cannot be regarded as the consummation of all past ideals but rather as one step onward in mankind's upward struggle. From this point of view it deserves and should get the support of both those who feared for less and those who hoped for more.

But this League of Nations has an advantage in that it came as a response to the ardent longings of mankind as a whole; or, as the late President Wilson said, it springs "from all the ancient wrongs and sympathies of mankind, and the very pulse of the world seems to beat to the surface in this enterprise." On the other hand all previous attempts to secure world peace have been hampered by the undemocratic spirit of the age in which they were made. They were not aspirations of peoples but of individuals or of governments, and they were not based upon the idea of the nation-state as essential to international harmony. Neither were they tolerant of different races and religions, being based upon the idea of a Christian league against the Turk or a European league to pursue enlightened self-interest or to preserve the rights of princes against the growth of democracy. But in every case the desire of peace has grown out of an immediate and personal experience of the horrors of war; and, as we have just experienced the most widespread and destructive of all wars and have reason to fear complete disaster from a more destructive one, it is natural that we should try to incorporate in our states-system the principles of the best experiments that have hitherto been made.

These principles may be summarized as follows: That nations in their dealings with one another must be bound by laws just as individuals within a state; that co-operation to prevent war is just as possible and as necessary as a temporary alliance to wage war; and that, by the decisions of international judges in cases submitted to them, an ever-increasing body of international law may be built up without the creation of a super-state and without menace to natural sovereignty and independence.

The first principle was clearly enunciated, as early as 1625, by Grotius, who, though he acknowledged his debt to previous torch-bearers, has been called the Father of International Law. Impelled by the horrors of the Thirty Years' War, he set out to shape a code of international rules that would reduce the number of wars

and mitigate their horror, when wars were necessary or just. In his view, all nations should be equal before international law, and the ordinary morality which forbade cheating, stealing, and assaulting among individuals should be binding upon nations. Now, after three hundred years, which seldom paid more than lip-homage to the ideal, this principle has been embodied in the League.

The second principle has found limited expression in both theory and practice throughout the same period. Cruce desired an international council to settle disputes between nations; Sully credited Henry IV. of France with a similar idea (it was really a scheme to attack Austria); Abbe St. Pierre desired a congress of Christian states to enforce peace and drive the Turk from Europe; and Czar Alexander I. had his Holy Alliance, in which the sovereigns of Europe should be brothers ruling their peoples as benevolent despots guided by the Golden Rule. These were theories. In practice the nations co-operated in part on the principle of a Balance of Power of which the supreme examples were the Triple Alliance and the Triple Entente, which divided Europe into two armed camps up to 1914. This principle had been invoked to overthrow Louis XIV. at the beginning of the 18th century, and Napoleon a hundred years later. Some glimmerings of the idea of co-operation were seen in the Concert of Europe during the 19th century, when the Great Powers did act with some degree of accord in dealing with the Balkan problem and the Turkish Empire. But, now, after 300 years the principle of co-operation to settle all disputes without resort to war save as a last resort, has been embodied in the League.

Apart from limited treaties which are always annulled by war, the third principle, that of building up international law by general agreement or by judicial decision in cases of arbitration, found little expression until the Hague Conferences of 1899 and 1907. These were of great significance both for the number of nations that sent delegates and for the large number of questions which they discussed and agreed upon, with a view to the pacific settlement of disputes and to the more humane conduct of wars. Out of these conferences also grew the idea of an International Court. Though the war temporarily wrecked all this striving towards the light, this principle also has been embodied in the League.

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THE ANNUAL CONVENTION



1. Date: The Annual Convention of the Manitoba Teachers' Federation will be held on **Thursday and Friday of Easter week, April 21st and 22nd.**

2. Membership: In this issue appears the second instalment of our membership outside Winnipeg. A supplementary list will appear in the May issue. If any omissions are noticed, will you kindly report them to the office.

3. Representatives: We hope that the Locals have appointed their delegates. In some cases the membership is not up to the usual standard, but it is expected that this matter will be attended to by the Locals.

4. Resolutions: We are printing in this issue the resolutions that are to be considered at the Easter Conference. Please come prepared to contribute to the consideration of them.

5. In the January and February issues we printed the articles of our constitution dealing with the Annual Conference. Attention is directed to these.

6. The following is the tentative agenda for the Easter Conference:

Eighth Annual Convention, Thursday and Friday, April 21st and 22nd, Royal Alexandra Hotel

First Session—Thursday, April 21st, at 2 p.m. sharp—

1. Mass meeting of members.
2. Roll call of delegates.
3. Presidential address, Mr. A. C. Campbell.
4. Mr. H. N. McNeill, Manitoba Trustees' Association.
5. Inspectors' representative.
6. Professor Weir, "Place and Value of Teachers' Organizations."
7. National Anthem.

Second Session—Friday, April 22nd, at 9.30 sharp.

1. Chairman's opening remarks.
2. Credentials Committee's report.

3. Announcement re expenses.

4. Minutes of last meeting, 1926.

5. Roll call.

6. Reports—

(1) General Secretary.

(a) What was done with last year's resolutions.

(b) Field work.

(2) Tenure.

(3) Publicity.

(4) Ideals and Practice.

(5) Legislative.

(6) Judicial and Constitutional.

(7) Auditor.

(8) Treasurer.

(9) Finance.

(10) Budget.

(11) Statistical.

(12) Management.

7. Memorial service.

Third Session—Friday, April 22nd, at 2.30 p.m.

1. Election of officers:

(1) President.

2 Vice-President.

(3) Treasurer.

(4) Immediate Past President.

(5) Members for Districts:

A (Succeeding Miss Cameron and Mr. Sadler.)

D (Succeeding Brother Joseph.)

C (Succeeding Mr. Hamilton.)

D (Succeeding Mr. Henderson.)

2. C.T.F.

3. Dominion Registration.

4. World's Convention, Toronto, August, 1927.

5. Resolutions.

6. Other Business.

Resolutions

The following resolutions have been forwarded for consideration at the Annual Conference:

1.—Religious Exercises

That this meeting recommend and urge that teachers use all opportunities that the law allows for daily religious exercises, and every opportunity, at whatever time of the day, for moral instruction in the school classes.—Winnipeg.

2.—Larger Administrative Units

That it is in the interests of the peaceful, efficient, and economical administration of rural schools that the present multiplicity of small rural school boards shall

be replaced by larger educational units.—Brooklands.

3.—Teachers' Tenure

That whereas the settled presence of married men teachers, and of other types of teachers desirous of establishing a permanent rural home would be a stabilizing and Canadianizing influence in rural communities, the Legislative Committee of the M.T.F. should take steps towards securing such alteration of the school law as shall free from petty local considerations the question of a teacher's tenure of office, making such tenure dependent on professional suitability only.—Brooklands.

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4 The Merchant of Venice	28 The Legend of Sleepy Hollow	51 King Henry V.	73 David Copperfield
5 The Vicar of Wakefield	29 The Lay of the Last Minstrel	52 The Rape of the Lock	74 Quentin Durward
6 The Ancient Mariner	30 Marmion	53 Lorna Doone	75 Webster's Reply to Hayne
7 Ivanhoe	31 The Man Without a Country	54 Lays of Ancient Rome	76 The Chambered Nautilus and Other Poems
8 Carlyle's Essay on Burns	32 Tales of a Wayside Inn	55 Sesame and Lilacs	77 The Oregon Trail
9 The Princess	33 Two Years Before the Mast	56 The Sketch Book	78 The Yemassee
10 The Vision of Sir Launfal	34 Christmas Carol	57 Henry Esmond	79 The Talisman
11 Macbeth	35 The House of Seven Gables	58 The English Mail Coach and Joan of Arc	80 Browning's Poems
12 L'Allegro and Il Penseroso	36 The Tempest	59 Webster's First Bunker Hill Oration and Washington's Farewell Address	81 Inland Voyage and Travels with a Donkey
13 Comus	37 A Midsummer-Night's Dream	60 Prologue to Canterbury Tales	82 Emerson's Essays
14 Lycidas	38 Hamlet	61 The Faerie Queene. Book I.	83 King John
15 Burke's Speech on Conciliation	39 As You Like It	62 Heroes and Hero Worship	84 David Balfour
16 Macaulay's Essay on Milton	40 The Last of the Mohicans	63 Essays of Elia	85 Wordsworth's Poems
17 Macaulay's Essay on Addison	41 The Saga of King Olaf	64 Treasure Island	86 Twice Told Tales
18 Macaulay's Life of Johnson	42 The Deserted Village	65 Narrative Episodes from the Old Testament	87 Walden
19 Irving's Life of Goldsmith	43 A Tale of Two Cities	66 Homer's Iliad	88 The Spy
20 The Lady of the Lake	44 Pilgrim's Progress	67 King Lear	89 Kenilworth
21 Idylls of the King	45 Mazeppa and the Prisoner of Chillon	68 Homer's Odyssey	90 Lord Clive
22 Connecting Links for College English	46 Sohrab and Rustum	69 Hymn on the Nativity	91 Cotter's Saturday Night
23 Evangeline	47 Cranford		92 Cristabel (Outline by Miss Harrop)
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4.—School Readers

Whereas the present over-familiarity of the scholars with the texts of the authorized readers destroys much interest in the reading lesson, it is desirable that a continuous supply of unseen reading matter be secured for the public schools, either through the medium of a circulating reading book system, or by means of an official reader issued in magazine form. (This latter method is in use in Australia and New Zealand.)—Brooklands.

5.—Teachers' Pension Act

That the Legislative Assembly be called upon to amend the Teachers' Pension Act to such effect that teachers and government shall contribute on a 50-50 basis.—Brooklands.

6.—Educational Levy

Whereas we consider the education of the child the most important factor in the building of our country, and we consider that all children should have equal opportunity of obtaining the best education possible;

And whereas we know that the present system of raising funds for educational purposes on real estate property results in less money being available for educational purposes in some districts than is available in others;

Be it therefore resolved that the M.T.F. endorses the principle of a levy for educational purposes on the whole community based on ability to pay.—Brooklands.

7.—Amendment of Election Act

Resolved that the M.T.F. Executive take such steps as shall cause the Acts regarding election to be amended so as to permit teachers away from home on school duties to discharge their franchise.—Brooklands and Alonsa.

8.—Normal School Graduates

That the Manitoba Teachers' Federation endeavour to get all Normal School graduates to agree not to engage as teachers for less than a definite minimum salary.—Virden.

9.—Right of Negotiation

That the Winnipeg Local ask the Manitoba Teachers' Federation to take up the question of amending the Manitoba School Act so as to make possible the negotiation of teachers with School Boards.—Winnipeg.

10.—Final Short Course Normal

That whereas certain members of this Association holding third class certificates entered into a year's contract with their trustees in September, 1926, and whereas the announcement of the change of plan of the Department was not announced until October, 1926, that the Department be urged to reconsider its decision as to the final short course Normal, and that this course be postponed for a year.—North Western Association (Rossburn).

11.—Marks in Science I. and II.

That in the Department mark-sheets issued to School

Boards, all marks be shown as percentages and not as at present in Science I. and II.—North Western Association (Rossburn).

12.—Winnipeg Situation

That this Local congratulates the Winnipeg teachers on their stand in connection with their negotiations with the Winnipeg School Board, and hopes that a satisfactory solution will be found.—East Kildonan and many other Locals.

13.—Recommended Pupils

That recommended pupils in Grades IX. and X. be required to write on only three subjects; that these may be **any** subjects in their course; and that these be announced not more than a month before examinations begin.—Carberry-MacGregor.

14.—Non-Examination Subjects

Resolved that the Principal of a school be allowed to require Grade IX. pupils to write on one or two or more of the usual non-examination subjects, without requiring him to write all non-examination subjects.—Brandon.

15.—Supplementary Readers

That the Department of Education supply supplementary readers for Grades I., II., and III., in addition to the regular readers in use in such grades.—Steinbach.

16.—High School Spelling

That the present speller contains far more material than can be efficiently taught in two years, and so be it resolved:

(1) That the number of words be reduced to such a number as the pupil will be likely to use in adult life;

(2) That the Latin and Greek roots be eliminated from the spelling paper, because

(a) they are not essential in the teaching of spelling,

(b) in many cases the foreign origin is very obscure and the present meaning of the English word is but vaguely related to the meaning of the root,

(c) they receive a disproportionate share of the marks on a spelling paper.—Brandon.

17.—High School History Texts

Whereas it has been felt that we should have standard history texts prescribed for the use of the High School Grades IX., X., and XI., we, the High School teachers of Pembina Louise go on record as favoring for Grades IX. and X. the adoption of Myers' Revised Edition, with a syllabus definitely outlining the work for each grade; and for Grade XI. the adoption of Reeve's History of Canada, and in British History and Imperial Relations, a text to be provided to satisfy the requirements as outlined in the present syllabus.—Manitou Convention.

18.—Non-Examination Subjects

Whereas the Department of Education has adopted the system of check examinations in Grades IX. and X., and because the marks obtained on these non-listed sub-

jects have not been required for standing, there has developed on the part of some, a tendency to neglect these subjects, and consequently to add considerably to the work of the following year, we, the High School teachers of Pembina Louise, humbly petition that all marks obtained be credited for standing required.—Manitou Convention.

19.—School Attendance Department

Whereas the attendance branch for the rural schools at the present time is inadequate in its staff to cope with rural cases of delinquency, we, the members of the Lac du Bonnet Local M.T.F., resolve that such changes be made as will make the department more efficient.—Lac du Bonnet.

20.—Teachers' Pension Act

That it is in the best interests of the teaching profession and of education in the province, that a fair pension scheme be put in force and that the Manitoba Teachers' Federation be urged to use every effort toward this end.—Portage la Prairie.

21.—Changes in Constitution

Resolved that the constitution of the Manitoba Teachers' Federation as printed in the Manitoba Teacher of February, 1925, be amended as follows:

- (1) Art. 4, Sec. 7, line 7: Delete first three words and substitute "Report of Executive Committee."
- (2) Art. 5, line 5: Delete the word "Secretary."
- (3) Art. 6, Sec. 3, lines 1, 2, 3: Delete the words "Secretary," and "shall record the minutes of the Executive Committee."
- (4) Art. 6, Sec. 3, line 13: Change words "on March 1st," to words "during the first week of April."
- (5) Art. 7, Sec. 3, Sub-Sec. (c): Change word "Publicity" to "Magazine" and delete the words "all publicity, including the."
- (6) Art. 7, Sec. 3, Sub-Sec. (d): In line 5 substitute a comma for the word "and," and after the word "practice" add the words "and shall have the oversight and direction of all publicity."
- (7) Art. 7, Sec. 3, Sub-Sec. (f): After the word "Judicial" add the words "and Constitutional."
- (8) Art. 7, Sec. 3: After Sub-Sec. (f) add the following:
 - (g) C.T.F. Committee, which shall consist of all former delegates to the C.T.F. annual conventions and shall have the oversight and direction of all matters in this connection.
 - (h) Management Committee, which shall consist of the conveners of all other standing committees, and shall be of the nature of an interim executive and shall report to the executive its meetings.
- (9) Art. 8, Sec. 7 Delete the words "at the Fall Term" and substitute therefore the words "annually at such times as are convenient for the said Local Associations."

(10) Art. 13: Delete all of Sec. 1 and re-number the remaining sections.

(11) Art. 13, Sec. 3, line 11: Change the word "four" to the word "six."

—The Judicial and Constitutional Committee.

22.—Definition of "Conference"

Resolved that the Manitoba Teachers' Federation puts itself on record as being in sympathy with the stand taken by the Winnipeg teachers as regards the interpretation of the word "conference."—Benito-Burban.

SCOTTISH EDUCATIONIST

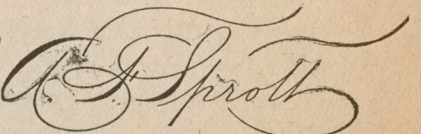
An outstanding figure in Scottish educational circles has been removed by the death at his residence, 120 Polwarth Terrace, Edinburgh, of Mr. George C. Pringle, M.B.E., M.A., emeritus general secretary of the Educational Institute of Scotland.

Mr. Pringle was born at Greenlaw some 68 years ago, and, after going through his apprenticeship as a pupil-teacher, he trained and took his degree at the University of Edinburgh, with distinction in most of his classes. Thereafter he became headmaster of Bonnington Park School, Peebles. There he worked with marked success for a quarter of a century, until in 1917 he was appointed organizing secretary of the Educational Institute of Scotland. In 1921, on the death of Mr. Hugh Cameron, he was appointed general secretary of the Educational Institute of Scotland, a post from which he retired a year ago.

He was the prime mover in the foundation of the World Federation of Educational Associations, and to him was attributable the remarkable success of the Edinburgh conference in 1925. His services to the War Savings Associations in the schools were recognized by the bestowal of the distinction of M.B.E.—"The Weekly Scotsman."

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World Federation of Education Associations

THIRD GENERAL MEETING AND SECOND BIENNIAL SESSION

Greatness of this Conference

It is difficult at this stage to realize the greatness of this Conference which is to be held in Toronto next August. All the indications point to a gathering of many thousands from all parts of the world. But the Conference will be greater in other respects than numbers. Distinguished people will be here, representative of governments, of Departments of Education, of Teachers' Associations, of Universities, and of organizations allied with education, e.g., Parent Teachers' Associations. The Conference should be great in its results to Canada, for these trained observers will carry back to all parts of the world their impressions of Canada. It is manifestly our duty to do everything in our power to make these impressions as favourable as possible.

Membership in the World Federation of Education Associations

The World Federation of Education Associations is composed of national units. That is to say, educational organizations nation-wide may become units in the World Federation. The first unit was the National Education Association (U.S.A.) with its 160,000 members. The second unit was the Canadian Teachers' Federation which now represents some 20,000 members. This fact is a striking testimony of the value of the Canadian Teachers' Federation which unites the Provincial teachers' associations in Canada into a Dominion body. Other prominent units are the National Union of Teachers of England and Wales with 120,000 members, the Educational Institute of Scotland, the Japanese Education Association, the Irish National Teachers' Association, the Chinese National Association for the Advancement of Education, the Bund Entschiedener Schulreformer of Germany. Some distinguished visitors among those who are already on the programme are the President, Dr. Augustus O. Thomas, State Commissioner of Education, Maine; Dr. P. W. Kuo, President, South-eastern University, Shanghai, China; one of the foremost educators in the Orient; Mr. E. J. Sainsbury, O.B.E., B.A., a Past-President of the National Union of Teachers of England and Wales; Miss Mary Tweedie, a Past-President of the Educational Institute of Scotland.

British Excursions

There will be at least two British excursions. One is being organized by the National Union of Teachers of England and Wales, and will leave Southampton about July 23rd. This group arrives at Quebec about the end of July and will spend a week in visiting Quebec, Montreal, Ottawa, Northern Ontario, reaching Toronto Saturday, August 6th, to be in time for the

opening of the Conference. Returning they take the trip down the St. Lawrence through the Thousand Islands. The other excursion is under the auspices of the Educational Institute of Scotland and has a somewhat similar itinerary. It is hoped that there will be at least 500 delegates from the British Isles.

Outline of Programme

The following tentative outline of the programme was accepted at the general meeting of the Canadian Committee on December 18th last. It is, of course, subject to change, but indicates the general layout of the sessions.

First Day (Sunday)—

Morning, 11 o'clock—Church Services.

Afternoon—Free.

Evening, 7 o'clock—General Service, Convocation Hall.

Second Day (Monday)—

Morning—Registration.

Afternoon, 2 p.m.—General opening meeting.

Evening, 8 p.m.—General Session, two addresses.

Third Day (Tuesday)—

9.30 a.m.—General meeting.

2 p.m.—Group Conferences, 1-6.

8 p.m.—General Session, two addresses.

Fourth Day (Wednesday)—

Excursions—A.—Official delegates, Niagara Falls.

B.—Unofficial Delegates to O.A.C.

Fifth Day (Thursday)—

9.30 a.m.—Group Conferences, 1-6.

2 p.m.—General Session, Herman-Jordan Committee Reports, 1-3.

8 p.m.—General Session.

Complimentary Concert in Coliseum by C.N.E. Chorus.

Sixth Day (Friday)—

9.30 a.m.—A.—Delegate Assembly.

B.—Group Conferences. Final Session.

2 p.m.—General Session. Herman-Jordan Committee Reports, 4-6.

8 p.m.—Delegate Assembly.

Seventh Day (Saturday)—

9.30 a.m.—General Session. Final Meeting.

Co-operation

The Canadian Committee of Arrangements has been very much gratified by the response to their requests for co-operation. The Government of Ontario is providing an excursion for the official and overseas delegates to Niagara Falls, taking these delegates as their guests for the day. This excursion is being very carefully worked out. On the same day the unofficial

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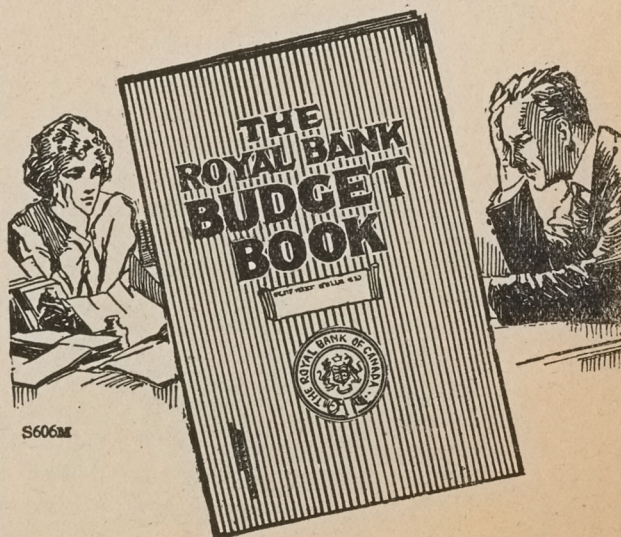
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delegates are having an excursion to the Ontario Agricultural College, the transportation charges being borne by the delegates. The O.A.C. is co-operating to make this a great success. The City Council and the Board of Education have promised to assist in the entertainment of delegates. The Canadian National Exhibition, along with the City Council and the Canadian Bureau for the advancement of Music, are providing, under the direction of Dr. H. A. Fricker, a complimentary concert in the Coliseum. The Ontario Society of Artists is arranging a special exhibition of Canadian art along with the exhibits in the Examination Hall, and the Art Gallery of Toronto is undertaking a Garden Party for the delegates. The transportation companies and others are also co-operating. The University of Toronto is placing its whole plant at the disposal of the Conference, and Hart House is giving every bit of accommodation possible in providing meals. The University and Colleges and private schools are all placing their residence accommodation at our disposal.

Work of the Canadian Committee

The work of the Canadian Committee of Arrangements is being carried on through five main standard committees—Hotels, Restaurants, Registration and Transportation; Halls and Ushers; Entertainment and Local Programme; Printing and Publicity; Finance. Each of these committees has a colossal task, but each committee is hard at work. Bulletins are being issued from time to time containing the account of local arrangements and invitations to the Conference, and these are being published in editions of about 20,000. They are sent to a mailing list of about 5,000, which includes the Directors of Education in the British Isles, Superintendents of Education in each State of the United States, the Superintendents of Schools in American cities (some 2,700), the leading newspapers of Canada, the Prime Ministers and members of the Cabinet of the Dominion and each Province, the officers of teachers' organizations in the British Empire and United States, and the educational journals in the British Isles and the United States. The Committee has been very much gratified with the kindly response which these Bulletins have received. Every provincial teachers' association in Canada is at work in its own sphere promoting this Conference, and we may expect a very large attendance of Canadian teachers next August.

First of all the teachers of Canada, through the Canadian Teachers' Federation and the provincial Associations, have pledged \$10,000 to the general treasury of the World Federation. This will be used for general promotion and publicity throughout the world and the preparation of the programme. Then there are all the Canadian expenses. Through the generosity of the University of Toronto we have our office free of expense, but we have had a stenographer since October and shall need a staff for several months previous to the Conference to handle the enormous detail. Then

there are the expenses of printing, postage, telephone, telegrams and cables, general publicity, stationery and other items. For example, a complete post-office, telephone and telegraph office will be installed for the Conference. The registration of these thousands of delegates will cost something.

It is obvious that the Canadian Committee will need at least \$5,000 for local expenses. Very little of our contributions will be spent on entertainment, as that will be provided for by provincial and civic bodies.

Your Co-operation

The Canadian Committee is anxious to have the co-operation of every teacher in Toronto and throughout Canada. The Committee would request that you inform yourself thoroughly of this Conference and talk it up among other teachers and among all with whom you come in contact. They would ask that, in the second place, you do all in your power to be present and enjoy the sessions of the Conference. This will be an opportunity of a lifetime. There will also be an opportunity for several hundred teachers to act as guides and assist in the taking care of visitors and delegates. Thirdly, we should like to have your contribution, if you have not already made it. The expenses of this Conference will be heavy, and Toronto and Ontario teachers must meet the situation with generous contributions.

Manitoba Sub-Committee

A Manitoba Sub-Committee of the Canadian Committee of Arrangements is being set up to look after the work in this province. This committee will be representative of every phase of educational activity, and many organizations will be approached with a view to securing their co-operation. The convener of this committee is Mr. H. K. Huntly, the secretary is Mr. E. K. Marshall, and the treasurer is Inspector E. D. Parker. Already one Association, that of Inspectorial Division No. 1, Inspector E. E. Best, has made a very substantial grant. The Department of Education was approached last week, and a grant of five hundred dollars was made. This fine co-operation on the part of the Provincial Government is very encouraging and should be an incentive to us to obtain our allotted portion, one thousand dollars.

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Swimming Drill

(By ROBERT COVE LLOYD)

IN our January article, "What Are We Doing," we endeavoured to emphasize the fact that a large number of drowning fatalities take place in our province every year, chiefly owing to a lack of the art of water navigation. We tried to make it clear that the art is available to all who will only make a reasonable effort to learn; and it seems that the urgent necessity of finding an antidote for the dangers incurred by non-swimmers should compel all right-thinking individuals to make the effort.

The art of swimming consists of various movements, in several combinations, which cause the body to move forward progressively in the water; in other words, water navigation is the act of propelling oneself through the water at varying degrees of speed. There are several kinds of strokes, but each contains two elements, viz., the pushing or pressing movement of arm and leg in the act of gripping the water with the purpose of giving the greatest possible forward impetus to the body, and the act of recovery or replacement of the limb. In other words, the first movement gives the impetus to the body, and the second movement carries the arm or leg back to the passive position, ready to start the drive again. Probably the earliest and most primitive swimming stroke is the dog-paddle, imitative of that animal; but man's initiative has invented the breast-stroke, the back-stroke, the side-stroke, the crawl, both back and front style, etc.

During school time there is usually a period devoted to physical drill of some kind, and this is the teacher's opportunity to impart the elementary movements of swimming. When it is considered what a tremendous influence a school teacher gains over the average pupil, it must be realized that immense possibilities are present for the successful teaching of the rudiments of the art of swimming. Granted a certain amount of patience and persistence, even a teacher who has had no special training in the subject is able, by means of a simple drill, to impart to a class the fundamental movements. Below will be found a little drill covering movements for arms and legs in the breast stroke, including breathing arrangement. Correct breathing, of course, plays a very important part in swimming, and the pupils must pay close attention to this. It must not be imagined that proficiency in the land drills will definitely enable a pupil to swim immediately on entering the water, but it will be of great advantage, as the various movements will be known, and naturally attempted. It may be here suggested that proper precautions are advisable during the first lessons in the water, so that no unnecessary risk be taken. A girdle with rope attached will serve this purpose and will guard against danger through over-confidence.

Drill for Legs

Attention!—In two's, number. Extend, one pace to the left.

Ready!—On the command "Ready!", place hands on hips.

One!—On "One!", raise left knee (directing it sideways), the heel of the left foot touching inside of right knee, with toes pointing downwards.

Two!—On "Two!", straighten and lower the left leg by a backward and rounded movement, until the point of the big toe touches the ground, one pace to the left. **AT THE SAME TIME INHALE.**

Three!—On "Three!", draw the left foot smartly along the ground to the right foot. **AT THE SAME TIME, EXHALE.**

Perform these movements a number of times, and then repeat the drill with the right leg. Keep on practising the movements until proficient, and then perform with the right and left leg **alternately**, specially emphasizing movement "Two" and "Three," and continue without counting, judging the time. Pay close attention to breathing.

And now for the arm movements.

Drill for Arms

Ready!—On this command, raise arms by bending them upwards from the elbows, and shoot the hands forward, with arms extended, in an upward direction, **thumbs touching**, palms turned downward, and the head tilted backward.

One!—On "One!", sweep arms around in a circular movement, keeping elbows stiff, with backs of hands turned partly to the front.

Two!—On "Two!", bring the elbows by a backward and circular movement close to the sides of the body, and hands to the sides of the chest, slightly to the front; fingers closed, pointing to the front, palms downwards, the thumbs about six inches apart. **At same time inhale.**

Three!—On "Three!", shoot the hands forward in a slightly upward direction, to the full extent of the arms; **thumbs touching**, palms turned downwards, head tilted backwards; **at same time exhale.**

These movements for the arms must be repeated a number of times, and when some proficiency has been attained, continue without counting—judging the time as in the leg drill.

Combined Drill for Arms and Legs

Ready!—On this command, raise arms by bending them upwards from the elbows, and bring hands to sides of chest, elbows pressing against sides; then shoot hands forwards and upwards, to the full extent of the arms, **thumbs touching**, the palms turned downwards, head tilted backwards, **and legs closed.**

One!—On "One!", sweep arms round in a circular movement, keeping the elbows stiff, with backs of hands

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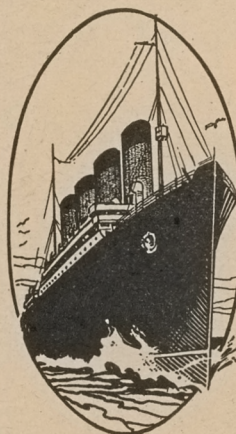
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partly to the front, and at the same time raise the left knee (directing it sideways), the heel of left foot touching inside of right knee, with toes pointing downwards.

Two!—On “Two!”, bring the elbows to the sides of the body and the hands to the sides of the chest, slightly to the front, fingers closed, pointing to the front, with palms downwards and the thumbs about six inches apart; and at the same time, straighten and lower the left leg by a backward and rounded movement, until the point of the big toe touches the ground, one pace to the left. **At the same time inhale.**

Three!—On “Three!”, shoot the hands forward as at command of “Ready!” **with thumbs together**; and at the same time draw the left foot smartly along the ground. **At the same time exhale.**

Repeat these movements until proficient; and then do the movements with left and right legs alternately, particularly emphasizing “Two” and “Three,” and finally continue without counting, judging the time.

We must again draw attention to the breathing, as this is most important. Inhale through the nostrils dur-

ing “One” and “Two,” and exhale through the mouth, vigorously, on “Three.”

If an earnest ten minutes is devoted to this drill, daily, much will have been accomplished. **Won't you make the effort?**

Readers of this article are invited to direct personal comment regarding their own ideas on this subject to the Secretary, Royal Life Saving Society, Manitoba Branch, 802 Victor St., Winnipeg. The inception of the Royal Life Saving Society was due to the desire to minimize the great loss of life from drowning; to teach those possessed of ordinary courage the best methods of rescue; and to give instruction in the resuscitation of the apparently drowned. The Society was founded in 1891, and its aims, in part, are to stimulate public opinion in favour of the teaching of swimming and life-saving methods to children and adults, and especially to further the teaching of these arts in schools and colleges. The Society is, and has been for years, under royal patronage, and it is known the whole world over. Every year many certificates are granted for the successful passing of various tests, and still the good work gains in ground.

As Others See Us

(By MISS NEWTON, Auckland, New Zealand)

I HAVE been asked to contribute an article on my impressions of, and experiences in Canada and its schools. My impressions are so varied and so numerous, that really I scarcely know where to begin; and, having begun, I am afraid I shall find it very difficult to stop. However, I shall do my best not to weary my readers by making this article an unduly lengthy one.

First and foremost, I want to say how much we New Zealanders have been impressed by the kindness that has been showered upon us on every hand. Right from the moment we landed at Winnipeg Station we have been overwhelmed with kindness, and I would like to take this opportunity of saying how very much we have appreciated it. It has meant a very great deal to us; far more than mere words can express.

As to Canadian scenery, it is wonderful. We came through the Rockies and feasted our eyes on the natural beauties to be seen there. Lake Louise and Banff appealed to us particularly. New Zealand has wonderful scenery, too—much more wonderful than is realized by those who have never had the privilege of seeing it. We have our “Fairyländ” in the Waitamo caves, and “Wonderland” in the hot lake district round Rotorua, while there are numerous geysers, hot lakes, mud pools, mineral waters, etc., rugged mountain scenery in the Southern Alps and elsewhere; our volcanoes, both active and extinct, our cold lakes and wondrously beautiful sounds (fiords) along the coast

of the South Island. Much of the scenery through which we passed between Vancouver and Winnipeg reminded us of New Zealand; but there were at least two things that were in striking contrast. Your prairies—we have nothing to compare with them in their vastness. We have what we call “plains,” and they are flat, too, but even in the distance one can see the hills. To us, it was an absolutely new experience to be speeding on mile after mile, hour after hour, over perfectly level land often with never a tree to be seen anywhere, and to know that the nearest ocean was hundreds of miles away. And those canyons! How wonderful they are! I have never seen anything to compare with them in our country; they absolutely fascinated me. I could write much concerning my impressions of Canadian scenery but must pass on.

With respect to the schools, I will talk about the actual buildings first. In Auckland, the city from which I came, the majority of the buildings are wooden ones, though the more modern ones are of brick. With few exceptions they are only one story. As to the heating apparatus most of the rooms are equipped with a stove that quite successfully heats the portion of the room in its immediate vicinity, but is not an unqualified success as regards the heating of the whole room. Of course our New Zealand thermometers wouldn't dream of taking the downward leaps that your Winnipeg ones take in the winter season. Our climate is a much more temperate one. It may surprise you to know that for the last five years I have taught in a room that has had

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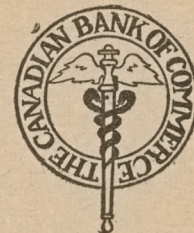
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no heating apparatus at all. It gets the morning sun, and that is evidently regarded as sufficient. I'm quite sure, however, that I wouldn't like to teach under similar conditions in Winnipeg. In my opinion the heating system in the Winnipeg schools is excellent, and I am always very pleased to feel the warm air, as I open the school door after a cold walk down the road on a morning when the thermometer is somewhere between 20° and 30° below zero. At the same time, however, I am bound to admit that for the first few weeks I did find it extremely difficult to adapt myself to the artificially heated atmosphere, and teaching under such conditions was not easy.

Now a word about teaching methods. As far as I have been able to judge by comparing notes with my fellow teachers here, there is not much difference; but I really do not feel that I am competent to express an opinion on that subject. Up to the present I have not seen any room except my own class. This, if you will permit my saying so, is, I think, one of the weaknesses of the present method of the exchange system. I admit that I don't quite see how it is to be remedied; but I do feel that if the exchange teacher is to form a correct estimate of the work and of the methods adopted in the country which she is visiting, and if she and the country which she represents are to reap the maximum benefit from the exchange, then she must be afforded ample opportunity of seeing the various classes at work.

Canadian children are graded differently from New Zealand ones. We take the children at the age of five any time during the school year and put them in what we call Primer one. The following year they will be in primer two, and then during the third year the children will be placed in what we call Standard one. There are six standards; so you see it takes the average child eight years to complete his primary school course. At the end of that time, he sits for what is known as the proficiency certificate, and if he is successful he is entitled to free tuition at the grammar school or at the technical school.

Recently there has been a move to introduce the junior high school system. The children from the standards 5 and 6 of the neighbouring schools are taken and a three years' course is given in a school specially equipped for the purpose.

The Canadian programme of work, though differing considerably from our own, appeals to me very much. I have been particularly impressed with the attention paid to music and needlework, and the excellent results obtained in these subjects. The supervisor system, too, has much to commend it. The kindly help and criticism given by the supervisors is extremely valuable, especially to the novice.

The keeping of class registers in Winnipeg differs much from the method adopted in our country. The pink slips nearly drove me to distraction the first month. Our rolls are added daily, checked weekly and

balanced quarterly. Pupils' names are not required in the attendance records, which are forwarded to the Education Board by the principal. Numbers only are entered on the quarterly returns.

There are many other minor points which I might mention as having impressed me, but this article is already much longer than I originally intended it to be. In conclusion, may I say that although I cannot help noticing several differences between Canadian schools and our own, I recognize that the majority of these differences are the outcome of the conditions under which each country is working. Each land could doubtless learn something from the other. Speaking personally, I can honestly say I am extremely glad to have had the privilege of being attached to a Canadian school, and I feel that I shall go back to Maoriland much the richer for my experience in Winnipeg.

Honor To C.T.F. President

On Friday evening, March 18th, Mr. M. J. Coldwell, of Regina, President of the Canadian Teachers' Federation, stopped off at Winnipeg for a short time on his way home from Ottawa, where he had been attending the meetings of the committee set up by the Dominion Parliament to take charge of arrangements for the appropriate celebration of Canada's Diamond Jubilee on a national scale. Mr. Coldwell was met by President A. C. Campbell and several members of the Executive of Manitoba Teachers' Federation. An informal discussion of several matters connected with the C.T.F. and the Toronto meeting of the World Federation of Education Associations next August took place.

The appointment of Mr. Coldwell, as President of the C.T.F., on the above committee is very gratifying to the teachers of Canada. The C.T.F. is one of the few national organizations so recognized. The sum of \$250,000 has been placed at the disposal of the committee. The meetings at Ottawa were presided over by His Excellency, the Governor-General, Lord Willingdon, and an executive of fourteen was named. Each province is represented on this executive by one member, and we are pleased to say that Mr. Coldwell was chosen to represent Saskatchewan.

There is no doubt that the teachers of Canada will have a great deal to do with the carrying out of the coming celebration; and it is an opportunity which they will be happy to take advantage of. Whatever plans are finally approved, there is little question that two main principles will be kept in mind—first, that the celebration shall be of such a character that the children will always remember it as a notable event in their lives, and secondly, that fitting tribute shall be paid to the pioneers who laid so well the foundation for the progress and present prosperity of our Dominion.



SENIOR DEPARTMENT



Some Notes on Shakespeare

(ALEXANDER W. CRAWFORD, M.A., Ph.D., Professor of English at Manitoba University)

"AS YOU LIKE IT"

One of Shakespeare's most delightful plays still on the modern stage. There is a tradition that Shakespeare played the part of Adam. The play was not published till Folio, 1623, but was probably written about 1599.

Source of the Story—Based on Lodge's novel *Rosalynde*, published 1590, a very popular story, and went through eight editions before 1643. Shakespeare was bold to dramatize a well-known novel by a popular contemporary; but he makes it his own. He changes motives, and makes the play more subtle and vital, and more of a real problem. Lodge made the conflict grow out of Oliver's greed. This was unworthy of serious dramatic treatment. Shakespeare makes the conflict grow out of Oliver's envy at Orlando's popularity and excellence. This makes a real problem for an elder brother.

Theme of the Play—Many see in this play only a beautiful love story. But the love story is really only an incident and a means. The play is a drama of reconciliation. The quarrels of the two brothers are conciliated under the sweet influences of love. The offending brothers are both converted. The play is a "mixed" comedy; the conflict being motivated partly by evil. The characters are interesting, but, as always with Shakespeare, the action is the thing. Shakespeare was the first great portrayer of development of character, which is action.

Analysis of the Plot—The plot consists chiefly of the conflicts of the two pairs of brothers, and their conciliation.

(1) **Orlando and Oliver**—The will of the dead father left the estate to the eldest, Oliver, with instructions that he should educate the younger brothers, Jaques and Orlando. Through envy at his good qualities, Oliver fails to carry out the will in respect to Orlando. The play opens with Orlando claiming his testamentary rights. Then the quarrel ensues. Oliver is enraged and plans the destruction of Orlando. Orlando, advised by Adam, flees into Forest of Arden.

(2) **Duke Frederick and the Banished Duke**—Frederick has usurped the dukedom and driven his brother into exile, in the Forest of Arden. Presently he expels Rosalind, the brother's daughter, already in love with Orlando, who is followed by his own daughter Celia. The two parties soon cross each other's paths, and the love conflict of Orlando and Rosalind is developed.

In a short time Oliver and Duke Frederick follow their brothers into the forest to pursue their revenge; but both are restrained and converted. Oliver is touched by the compassion and mercy of Orlando in saving his life, and Frederick meets an old religious man. Both restore the possessions of the wronged brothers, and full reconciliation is brought about. Other love conflicts develop, but all are solved in happy marriages and general reconciliation.

HUMOR IN SHAKESPEARE

No play gives at once so good a statement and portrayal of "humor" as "As You Like It." Humor seems to consist in the portrayal or the recognition of the ridiculous or incongruous.

Classification of Humorous Characters in Shakespeare

(1) Those who themselves appear ridiculous or incongruous by reason of their actions. Unwilling or unconscious humorists.

I. Ordinarily respectable persons who make themselves ridiculous through folly or evil, e.g., Sir Andrew Aguecheek, Lepidus, Falstaff, etc.

II. Low persons who from mere lack of fitness appear absurd.

(a) City bumpkins, untutored tradesmen, e.g., Bottom, Quince, Snug, etc., Dogberry, etc.

(b) Country clowns, rustics, e.g., Corin, Silvius, etc.

(2) Those who stand apart from the play, and observe and comment on the absurdity of others. Often like a chorus. Quite conscious. These are the real humorists.

I. Jaques, whose humor, like his melancholy, is all his own (LV, i. 15). And, to some extent, Falstaff, the greatest of all humorists.

II. Court fools, or jesters, e.g., Touchstone, Lancelot, Feste, Fool in *Lear*, etc., etc.

COMEDY AND TRAGEDY IN SHAKESPEARE

The plays are divided into comedies, histories, and tragedies. But only two distinct classes, comedies and tragedies. What is the distinction? Many things are to be said:

(1) Comedy is not the same as the comic. Some comedies have nothing of the comic, e.g., *Winter's Tale*. Some tragedies have an element of the comic, e.g., Fool in *Lear*, Porter in *Macbeth*, Grave-diggers in *Hamlet*.

(2) Comedy and tragedy are often found together. Tragic situations often turn out comedies, e.g., *Mer-*

chant of Venice, As You Like It. Apparent comedies turn out tragedies, e.g., Romeo and Juliet, Othello.

(3) The "Tone" does not determine whether a play is a comedy or a tragedy. The tone of some comedies is as sad and serious as that of some tragedies, e.g., Winter's Tale, As You Like It.

(4) The "Ending" is not of the essence of comedy or tragedy, though comedies end happily and tragedies end disastrously. This is a mere incident, or accompaniment.

(5) The essential distinction is in the nature of the passion, or the attitude of the person towards his conflict. If he can be won from it, if conciliation is possible, then the play turns out a comedy. If he persists to the end, then the play turns out a tragedy. If the contending parties can be conciliated, then we have a comedy; if not, then a tragedy. All depends on the moral character of the contestants. If they can make peace, then the outcome is comedy. But Shakespeare's reconciliations are always moral, not merely expedient. Shakespeare's reconciliations solve the problems of the plays as he sees them, and reconcile the parties and re-establish social order. If the parties to the conflict are irreconcilable, then one or both go on to disaster and death. Right is vindicated and wrong punished, and the moral order restored. In all cases the moral and social order are re-established. This is Shakespeare's great faith in the permanency of truth and right.

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	60	50	Failures	
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Pitman	1,873	1,753	2,845	56.03

NOTE

These are the OFFICIAL RESULTS. We call attention to this because there has been an attempt to offset the effect of these results by making a comparison between those in a chain of private SCHOOLS, owned by the publishers of a competing system, with the results of "other systems." The official results we have given apply to ALL students of all systems from all kinds of schools and under varying conditions, and not to a special group trained for the examinations.

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JUNIOR DEPARTMENT



The Teaching of "Asia"--Grade 6

(By T. L. FOX, Roblin, Man.)

ASIA has often been looked upon as the hardest continent to teach. However, I have found that the method of teaching which I shall illustrate briefly works well.

Position—In the first place I take the position of the continent with reference to the other land masses—how it is connected with other continents as Europe, Africa, and by the East Indies with Australia, and its close proximity to North America at the northeast. Then follows the relation to the bodies of water—the Arctic, Pacific, and Indian Oceans, and the Mediterranean Sea. After getting these relations firmly fixed by the use of the globe and the map of the World, we study the position with reference to the temperature belts and zones. By comparing this position with that of our own country, the pupils get a good idea of the climate of Asia.

Coast Line—The coast line is compared with that of other continents which have been studied, for regularity or irregularity, and the possibility of good harbors noted. Then, beginning at the far north, say from Wrangel Island, we take a long cruise in a ship named by the class, along the shores and through the straits, until we have completely rounded Asia, as far as possible by ship. On this journey we stop at many of the good harbors. After having passed the bleak coast of Siberia we stop at Vladivostock, the terminus of the great Trans-Siberian Railway. We round the peninsula of Korea and call at the port of Tientsin-Fu, the shipping centre of northern China. Passing along the coast we touch at Hong-Kong, the British trading centre for Oriental Asia. A short distance from Hong Kong is Canton, the shipping centre for southern China. We then round the Malay Peninsula and touch at Singapore, which is a very busy city due to the fact that it is situated on the direct route between Europe and China and Japan. Passing on through the Strait of Malacca we enter the great open Bay of Bengal, which is swept by the "Monsoons," or "land and sea breezes." While rounding the coast of India we get a glimpse of the Eastern and Western Ghats—low ranges of mountains near the coast. On the western coast of India we see the busy shipping centre of Bombay and the port of Karachi. After crossing the Arabian Sea we call at the busy British coaling station of Aden and obtain a fresh supply of coal, and then pass on through the Strait of Bab-el-Mandeb into the Red Sea. While going through the Suez Canal we have a description of how

the canal was built and why. After rounding Asia Minor peninsula, we enter the Black Sea through the Dardanelles Straits. On our voyage we take up anything of importance about the islands which we pass.

Surface and Vegetation—We are now ready to commence the study of the surface of the continent. In connection with this we study the vegetation also. For this we board a large air-liner, and beginning at the north coast we fly southwards in a zig-zag course. In our study of the northern part of Siberia we read the lesson on "The Barren Lands" in the reading prescribed for Grade Six work.

Passing southwards we see the great Siberian forests stretching from the Caspian Sea on the west to the Amur River on the east. Farther south we pass over the grain-growing districts of the river valleys, where they are protected from the cold Siberian winds. Then we enter the steppe lands. Wherever there is any moisture we find a heavy growth of grass; where there is none, we find desert land. The principal desert is the Desert of Gobi in central China. We also pass over several chains of mountains in central Asia, and arising among these are numerous rivers which flow in all directions to the sea. After crossing the great Himalaya Mountains, we see the wide fertile plain of the Ganges River valley. From this to the Ghats Mountains we see a great level plateau of very fine soil called the "Deccan," with its large stretches of grass. In the southeast we find dense jungles and in the west and southwest, the desert lands of Syria, Persia, and Arabia.

Climate and Rainfall—In studying the climate and rainfall of Asia, it is necessary to touch briefly (in grade six) on the physical forces which influence these. First, the rain-bearing winds—monsoons. Secondly, the highland areas—the Himalayas and the heavy rainfall there. Thirdly, the large stretch of wind-swept country—the Great Siberian Plain.

Rivers and Lakes—Having studied the position of the highlands and lowlands, both in our imaginary flight and from our physical map, we are now in a position to determine in which direction the rivers flow. The principal rivers of Asia rise in the central mountain region or in the Himalayas, and flow into the Arctic, Pacific, or Indian Oceans. By dividing the rivers into these three groups, namely, those which flow into the Arctic, those which flow into the Pacific, and those which flow into the Indian, I find that they can be

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easily taught. In western Asia the principal river is the Euphrates-Tigris, which drains the Holy Land. The principal lakes of Asia are found in Siberia. With these I include the great inland sea, the Caspian. East of this we find Lakes Aral, Baikal, and Balkash.

Animals—We are now ready to study the animal life. Beginning at the far north in the Tundras, we find the reindeer and polar bear, and in the forests many fur-bearers. In the steppe country we find the principal beasts of burden are the camel and the donkey. Other domesticated animals are also raised here. In the jungles we find many types of reptiles and monkeys, and in Arabia, the fleet Arab horses. Japan is the home of the silk-worm, and fish abound in the surrounding waters.

Political Divisions, Peoples, and Occupations—We have now completed the physical study of the continent, and I will just touch briefly on some of the political divisions. Of course the country of most importance to us is India, since it is a British possession. It is very densely populated, and as a result labor is cheap. The population is a mixture of Hindus and whites of various nationalities. India leads the world in the production of millet, tea, indigo, and cattle, and is third in the production of wheat. Very little of any of these products, except tea, is exported, as the dense population uses a great deal of what is produced. The surface of India is studied in detail—the Ganges valley and the Deccan. The principal cities are connected by railroad—Delhi, Calcutta, Bombay, and Madras. The other countries are treated in a similar way, the next two in importance, perhaps, being China and Japan, both of which are also densely populated.

This study is supplemented by map-drawing to a small extent, simply to give the pupils a more concrete idea as to the relative position of the different parts of the continent to one another and to the surrounding land masses.

Whenever possible I introduce quotations or "nick-names" which have been given to the different things which are being studied, for example:

"Roof of the world"—the great central plateau region.

"Abode of snow"—Himalaya Mountains.

"Cow's mouth"—the cave in which the Ganges rises.

"River of the golden sand"—Yangtze-Kiang.

"China's sorrow"—Hwang-Ho—floods its banks and drowns surrounding country.

"The brightest gem in the British crown"—India.

"Land of the chrysanthemum"—Japan.

"Man of the woods"—Ourang-Outang.

The above are only a few of the names which may be given, and I find that the pupils remember things more easily by a name of this kind than by the mere geographical name.



PRIMARY DEPARTMENT



FOR DAILY PRACTICE

"Knowledge is proud that he has learned so much;
Wisdom is humble that he knows no more."
—Cowper.

Senior Grade 1 Reading

Senior Grade I. Defined—Children who have completed the first half of the Canadian Reader, Book I, are considered to be in Grade I. Senior.

Book I. Analysed—Whatever may be your approved method of teaching reading, it is to be remembered that the Canadian Reader, Book I, is constructed on "The Look and Say" and "Repeat the Word" basis. The selections in the book are delightful, often humorous and dramatic, and psychologically right for children six and seven years of age. Also, the selections are literature in the sense that they belong to that body of writing which appeals to generation after generation.

Book Reading

(a) **Oral**—We, the class and teacher, prepare for new reading matter by blackboard word-analysis of new or difficult words to be found in the new selection. Then we go through the selection to get the story, and before our final re-reading we again drill on the words previously studied. The selection is now read by the class, and dramatized if possible.

(b) **Dramatization**—In dramatizing we keep to the exact text of the book. The actors memorize the words of their parts, and they must leave their books at their desks when performing their parts. There is no hard or fast rule about the rest of the class "looking at the book"; for the happily interested and intelligent children naturally look at the acting, even while trying to follow the text. Every actor is expected to speak loudly and clearly.

For instance, in dramatizing "The Gingerbread Boy," one child is the reader of the story, and those who have been chosen to be the actors perform their parts and speak only when the reader directs them to do so. In this story the teacher's desk becomes "the little old house"; the lid of a tin can is "the little pan"; and a brown paper cut-out is "the Gingerbread Boy." The latter will be dropped into the drawer of the desk ("the oven") and into the dog's mouth at the direction of the reader. Cut-outs of "the pig," "the cat," and "the dog," are provided, and the actors representing

these animals will have the cut-out pinned to them, during their performance. A little table, at one side of the room, serves as the high bank of the river from which the Gingerbread Boy and the dog jump into the water. At the right moment in the story the actor, who is the Gingerbread Boy, takes the "cut-out" off himself and

puts it on the dog's head, then on its nose, and lastly between its teeth. The live Gingerbread Boy then runs to his seat. How the seven-year-old boy-actor does like to be the dog in the story, just that he may snap his teeth into the Gingerbread Boy! Such a climax is always entirely satisfactory to the class.

Phonetic Reading — Hand in hand with the book reading goes the work in phonetics.

My own plan is to take the phonic reading once daily, basing my blackboard stories partly on the words in the phonetic tables on pp. 153-160, and partly on the phonetic words occurring in the

story being studied in the book. Any non-phonetic word arising is treated on the "Look and Say" and "Repeat the Word" plans. The phonetic blackboard stories are calculated to arouse interest and expectancy, as they are being printed on the blackboard. The children have the satisfaction of knowing that each story will be completed during the lesson, and left on the board for the rest of the half-day. It is surprising to find how enthusiastic a class of six to seven-year-olds can become whilst completing some such story as this:

"I wish I had a hook,
I would get a fish,
My mother would cook it,
I would put it on a dish.
We would eat it."

Of course the teacher draws the hook, the fish, the mother, and the fish on the dish, on the blackboard. If a child after such a lesson brings one a picture of a fish on a dish, or should he draw a picture of these objects, one hails the gift as a treasure, mounts it, and exhibits it as a room decoration.

Promotion Exercises—When my Grade I. Sr. class

April

(MEMORY GEM)

Good morning, sweet April,
So winsome and shy,
With a smile on your lip,
And a tear in your eye.
There are many anemones
Hid in your hair,
And bonny blue violets
Clustering there.

—Selected



was ready to become Grade II. Jr., we celebrated the event by asking their mothers to come to hear the reading. About ten busy mothers were bullied by their small offspring into attendance. We ushered them into seats at the back of the room and gave them books. We then presented:

As Plays—

- "The Gingerbread Boy."
- "Chicken Little."
- "The Three Billy Goats Gruff."
- "How the Bee Did It."
- "The Three Bears."

As Solo Recitations—

- "The Little Boy's Dream."
- "The Three Little Kittens."
- "Little Wind."
- "Sleep, Baby, Sleep."

As Concerted Recitations—

- "What Does the Bee Do?"
- "The House That Jack Built."

As Stories Reproduced in Child's Own Words—

- "The Fir Tree."
- "The Little Half Chick."
- "The Three Pigs."
- "The Little Blue Egg."

Dramatization material was all ready on the black-board ledge. All the animal cut-outs were there; also cut-outs of "The Three Bears," in huge size—large enough to cover a seven-year-old child, and to be pinned on as a sort of mask over face and body. (The teacher did the pinning on.) These large cut-outs had been drawn by the teacher and colored by the children a few days ahead.

"The Three Billy Goats Gruff" used the little table, mentioned before, as the bridge over the stream, and the Troll was underneath. Another boy, concealed, had a blown-up paper bag, which he "popped" when the sun shone on the Troll.

"What Does the Bee Do?" made an interesting concert recitation, four pairs of boys facing each other, one boy asking the question, and his partner answering in each case. Grade VII. painted us splendid illustrations for "The House That Jack Built." The boy who said "This is the house that Jack built," picked up and displayed a picture of Jack's house. The girl who said "This is the malt that lay in the house that Jack built," displayed a picture of the malt; and so on throughout the story.

The mothers who came to hear the reading were delighted with the little ones. Indeed, the unselfconscious seriousness with which a seven-year-old child will undertake work like this is appealing. As one watches the small performers, one is caught by some hint of those "trailing clouds of glory" which the children have not yet wholly lost.

F. M. LEEMING,
Brooklands School, Weston.

Hints and Devices

Note—Ideas for this column are eagerly solicited. If you have any device which helps you in your daily work, be sure it will help someone else. Why not put it in short form and forward to this department? Someone will appreciate it.

Easter Memory Gem or Song

AT EASTER TIME

The little flowers came through the ground,
At Easter time, at Easter time.
They raised their heads and looked around,
At happy Easter time.
And every pretty bud did say:
"Good people bless this holy day,
For Christ is risen, the angels say,
At happy Easter time."
The pure white lily raised its cup,
At Easter time, at Easter time.
The crocus to the sky looked up,
At happy Easter time.
"We'll hear the song of Heaven," they say,
"Its glories shine on us today;
Oh! may it shine on us away,
At happy Easter time."
'Twas long and long and long ago,
That Easter time, that Easter time,
But still the pure white lilies blow,
At happy Easter time.
And still each little bud doth say:
"Good people bless this holy day,
For Christ is risen, the angels say,
At happy Easter time."

(Music found in "Songs and Games for Little Ones," G. Walker and H. Jenks, Oliver Ditson Co., Boston, Mass.)

Practical Problems Propounded

Submit your class-room problems. Someone may have a solution.

Question: While attending Normal School we learned to teach phonetics according to the "family" method; but now I find that the method described in the Canadian Reader, Book I., is used in many schools. The "family" method has always seemed more natural to me, but do you think the other is the better? Should I change?

—N.S.

Ans: Before changing to a new method, be sure that it is better than your old one.

Arguments for both methods are given below.

For "The Family" Method

(1) The sound of a vowel is usually determined by what follows it, e.g.: "fan," "far," "fall," "saw," and "sang," are representatives of the "an," the "ar," the "all," the "aw," and the "ang" families.

(2) A beginner's interest is gained sooner by larger parts than smaller ones, e.g.: "all," "ball," "call," and "fall," make a pleasing rhyme and gain spontaneous interest.

(3) the "family" eliminates much drill on single sounds; and so leads the children to make phonetic blends, and therefore to read within a short space of time "by inferring."

(4) Many of the best books on phonetics give this direction to teachers: "As soon as possible get the children beyond the necessity of sounding separate letters." Larger blends such as "eat" in "seat," "and" in "hand," "it" in "fit," "able" in "table," etc., finally lead to fewer pauses in reading.

(5) If it is not drill but just a question of a child making a blend, one method is as good as the other; and the power to use both methods is better for the child than being able to use only one.

—K.M.

For "The Initial-Consonant-With-Vowel Blend"

Method

(1) The blending of sounds, as advocated in the First Canadian Reader, is to my mind, more natural and leads to easier and more correct pronunciation than the "family" method. For example, it is much easier to blend the sound of "t" in pe-t than p-et; of "d" in be-d than b-ed; of "p" in pa-p than in p-ap.

(2) In the "family" method, the child is apt to make a pause between the initial sound and the remainder of the word, and so lose the sense altogether.

(3) I think, therefore, that this method is much more helpful to the slow child, who after all is the one that needs help. It has been tried and found most satisfactory with backward children.

—E.H.

Junior Red Cross

Poster-making is an excellent way of teaching health—one more instance of the way in which school subjects may be co-related—**Health** linked up with **Art**.

Many schoolrooms in Manitoba are being adorned by artistically-made health posters. Magazine advertisements, original drawings and lettering, or cut-outs are used to make posters which brighten the schoolroom walls and at the same time drive home the lessons of good health.

But far more schoolrooms are without adornment of any kind. It was the thought of this that prompted the teacher in one of Winnipeg's handsome schools to offer some posters, made by her girls, to some school in a remote and sparsely-settled district. These were immediately sent out to a school, where they were greatly appreciated and have been very successfully copied.

Are there any teachers who have health posters to give away? Besides helping some struggling school, they would have the satisfaction of finding that their pupils would take even greater pride in their poster-making, when they knew that it was giving pleasure to boys and girls less fortunate than themselves.

A further co-relation of school subjects—Art, Health, and Civics!

Obituary

Sue Belle Duncan

The Federation extends its sympathy to Mr. Harwood Duncan, Principal of the Brandon Collegiate Institute, in the recent death of his wife. Mrs. Duncan, who taught school before her marriage, was a very fine type of womanhood. She will be greatly missed in church and school circles, where her presence and activities were so helpful.

John Whyte

We regret to announce the death of a well-known former teacher in this province, Mr. John Whyte, of Rapid City. A man of sterling character and worth, he had a splendid record of forty-two years' teaching service, before he became postmaster in Rapid City. We extend our deepest sympathy to his widow and daughters, two of whom are on the Winnipeg Public School staff—Miss Myrtle Whyte, Principal of Montcalm School, and Miss Aleta Whyte, of the Riverview teaching staff. The following notice appeared in the Manitoba Free Press:

"John Whyte, an esteemed and highly respected citizen of Rapid City, passed away on Saturday, March 5th, in his seventy-seventh year, following a brief illness.

"The deceased was a native of Belfast, Ireland. He came to Canada as a baby, and was brought up at Greenoch, Ont. He taught school in Ontario for twenty years, and then came to Rapid City. Here he continued in the teaching profession for twenty-two years. About 1911 he retired from teaching to accept the local postmastership, a position he retained until his death.

"A few years ago Mr. Whyte's long, faithful and distinguished service in the cause of education was recognized by the Manitoba Educational Association making him an honorary life member of that body.

"Mr. Whyte was one of the oldest members of the local Masonic Lodge, which he joined thirty-six years ago; and he was also made an honorary member of this organization. He was a staunch supporter of the Presbyterian Church up to the time of union.

"It was on Jan. 2nd of this year that Mr. and Mrs. Whyte celebrated their golden wedding.

"The funeral was held from his late residence on Monday, service being held by Rev. H. Mackay. Masonic brethren attended in a body and performed the last rites at the graveside. All high school students and public school students from Grade III. up were lined up near the residence as the cortege left for the cemetery."



BOOK REVIEWS



Wild Plants of Canada: A Flora with Descriptive Key, by Spotton, Cosens and Ivey; W. J. Gage & Co.

The name of Dr. Spotton on the cover of a botany book makes it at once feel familiar to a whole generation of plant students in Canada. The new book is a revision of his Flora by two collegiate men, one of whom works in Dr. Spotton's former school. A flora should be tested in the field where it is to be used before final judgment is passed upon its merit, but from the point of view of Manitoba teachers some characteristics may be seen on the surface and some comparisons may readily be made even when wild plants are quite out of season. In considering content as to species represented one thinks of a few of the familiar plants of the prairie and mentally tries them through the new key and flora. No difficulty is experienced in following them through and the familiar name is reached in nearly every case. The re-written key is a great improvement upon the original in that it more nearly agrees with the phylogenetic classification. To cover all Canada, botanically, is an ambitious undertaking—more so now than when Spotton wrote, though most of the common plants were then well known. In the preface to the third edition of his flora (1897) Dr. Spotton states that "no attempt has been made to enter the plants of the Pacific coast," but the authors of the present edition have made no such reservation and the title would lead one to expect that the omission had been remedied. Comparison with Rydberg's "Flora of the Rocky Mountains and Adjacent Plains" suggests that few Pacific coast plants have been added and a revision of the title might well have been made.

In considering content from the standpoint of completeness of information given one is struck by the omission of information as to geographical range. With the exception of "Atlantic Provinces" and "Prairie Provinces" for a few species, scarcely any limits are given. The explanation is that "information is not available," and one feels that the omission of such information as has been collected decreases the usefulness of the book especially in the hands of beginners. It may be argued that the limits are constantly changing and the information would soon become obsolete, but this is true of so many other details that frequent revision of such a book is necessary in any case to keep it up to date, and so is hardly a valid reason for omitting such a practical aid to use. Another valuable aid has been omitted, namely, illustrations. On the score of accuracy, one would expect to find such items as the origin of the flesh of the pome fruits brought into line with the newer texts and given as the receptacle rather than the calyx, though a detail such as the limit of 8 feet given

for height of Saskatoon shrub might be passed over as not serious. In a book of details, however, no detail is too small to be worthy of consideration.

Mechanically the book is well turned out. The binding is sturdy and the paper superior. Selection and arrangement of type may usually be left to the printer, but in a work of this kind they are of unusual importance to the beginner. His difficulty lies chiefly in seeing groups and the relations between groups. Type selection that emphasizes the grouping of species in genera and of genera in families is essential therefore to clarity. The flora of the present volume leaves something to be desired in this particular. Its pages are somewhat crowded through use of large heavy type, not for the infrequent and more important headings, but for the very numerous species names and descriptions. The eye of the beginner would find less difficulty in stepping from genus to genus if the headings and spaces were larger and the rest of the type smaller. No distinction in type is made in the key between family and genus names.

As a general handbook for use by botanists over most of Canada the new revision will be a welcome addition to the library; but since it lacks qualities that a beginners' book should have, and since beginners should in any case use only a small, well illustrated flora covering their own region, it would have been more fortunate if the reference to beginners in the preface had not been made. If this were deleted almost no adverse criticism of the book would remain. To those brought up on Spotton it is Spotton rejuvenated and improved.

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Edit note—In the February and March issues appeared lists of members. In this issue appear a list supplementary to places already printed and those Locals which did not appear in the March number. Those who pay their fees during the last half of March will appear in the May number.

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Submitted by:
R. C. Lloyd,
48 Knappen Ave.
Winnipeg.

- 1 -

A RETROSPECT - AND A GLIMPSE

by

Robert Cove Lloyd

Well folks, here we are again! Back to the grind, a long Fall and Winter's work before us. But, my! How splendidly we are prepared to meet that work! That wonderful long vacation! What memories lie behind us - memories mostly linked with joyous recollections, but some, alack, are tinged with sorrow. It is perhaps the thoughts of sadness which should more than anything else inspire us to go forward to our duty with greater courage than ever before, realizing that there is much for us to do - realms for us to conquer. In this connection I refer more particularly to the work of encouraging and instructing the young people in this Province of Manitoba in the art of Swimming and Life Saving Methods.

As you have all doubtless gathered from the daily press, numerous drowning fatalities have taken place during the past summer - many of the cases being concerned with children. These sad drownings were unnecessary - might have been prevented if only some reasonable knowledge of swimming and life saving methods had been present. How dreadfully sad this thought must ever be "if only" -

Take the case of the small boy who drowned at Winnipeg Beach, just off the pier. This child could not swim - of course in such circumstances he should not have been hanging on at the end of the pier in such a dangerous depth of water, but there, he was, and - and - he slipped. Naturally enough, the child lost his head, most non

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swimmers do at these times of danger, and he went down, probably swallowing water. The boy's brother was swimming on the other side of the pier, and seeing his danger came to his assistance.

He reached him and tried to hold him but the drowning child was by this time frantic - struggling so fiercely that the older boy found it impossible to hold him and he had to let him go.

The body was discovered some time later!

Now the moral of this fatality must be obvious to all. If the would be rescuer had only had even elementary knowledge of Life Saving Methods he would have been able to grapple with the situation and the child would still be in the land of the living - the joy of his parents and a visible asset to Manitoba. Again, had the child himself been acquainted with a little knowledge of Watermanship all would have been well. If a person suddenly finding themselves in deep water would only ~~remember~~ remember to keep their hands down under the water, and their legs moving slowly in a walking movement THEY WOULD NOT SINK.

In the case of Dr Mann's little daughter at Victoria Beach - if only the two little girls who tried so hard to help her had been able to back up their efforts with life saving methods, a different tale would have been told. The method of carrying an unconscious person in the water is so simple ~~when~~ and even a small girl or boy can quite easily carry an older and heavier person in the water by this method.

The Royal Life Saving Society are striving to impart this very valuable and important knowledge to the world, and through it's world-wide branches are certainly doing wonderful missionary work. But as the fatalities go to prove, there is much yet to be done

and it is only by the co-operation of Clubs, swimmers, private individuals and other interested bodies that we can attempt to accomplish the great aim we have in view - ~~the~~ neutralizing the dangers of all open bodies of water that present a constant menace to the non swimmer. In the past few years hundreds of swimmers in Manitoba have passed Royal Life Saving Society's tests, and in doing so have become finer and better swimmers. In this time R. E. Collins of Winnipeg himself a President of the Winnipeg Branch for several has done yeoman service for the Society and it's aims. He is Chairman of Examinors and is still very active in the extension of the work. Probably the palm must be given to Mrs G. A. Harrison, Matron of the Public Baths in Winnipeg. Mrs Harrison, who is the President of the Winnipeg Branch of the Royal Life Saving Society this year has been personally responsible for a great many classes of children and adults going through the tests, both elementary and advanced, and she assures me of her willingness to help any of you teachers who may read this article, to start classes, and you may realize such help ~~as~~ will represent half the battle.

As I have tried to make clear to you in former articles on this subject much of the groundwork in teaching swimming and life saving methods may be accomplished on land, in the form of drill. A complete drill for the breast stroke was given you in one of these articles, and this you doubtless have on file - possibly you have ere this accomplished much valuable work in the right direction - May I beseech you, in the name of the Royal Life Saving Society, and of humanity in your own district, to follow up the suggestions therein given, and during the coming fall and winter sessions carry some of the aims we have in view into becoming actual facts. In your capacity as teacher you

and to a full and complete understanding of the subject, it is necessary to have a clear and accurate knowledge of the facts of the case. The first step in this process is to collect all the relevant information, and then to analyze it carefully. This will involve a thorough examination of the evidence, and a consideration of the various factors which may have influenced the outcome of the case. It is also important to consult with experts in the field, and to seek the advice of legal counsel. Only by following these steps can a fair and just decision be reached.

you have tremendous opportunities to grip the youngsters under your care and to kindle within them enthusiasm for swimming, and all the marvelous possibilities that will become theirs. Picture that terrible triple calamity at Fort William that took place in recent weeks. None of the three children involved need have perished had they received simple instruction in Watermanship. Even the little eight year old tot who was the first to go in might have saved herself "if only" she had been able to tread water. 'Treading water' probably sounds very complicated to the uninitiated, but in reality it is very simple. Impress on your pupils constantly this fact:

" If they should at any time find themselves in deep water, "Tread Water" in simpler language, let them keep their hands below water, either straight to their sides, or paddling gently and slowly below the surface, and at the same time move their legs in a slow walking or peddaling movement - IF THEY WILL DO THIS THEY WILL NOT SINK."

Do not hesitate to write to Mrs G. A. Harrison, the President, she will help you in anything you may undertake in this Life Saving Work, and remember, that it is all in the name of humanity that I appeal to you to further the aims of the Royal Life Saving Society.

Manitoba Mrs G. A. Harrison,
President R. L. S. S.
Winnipeg Branch,
Cornish Baths,
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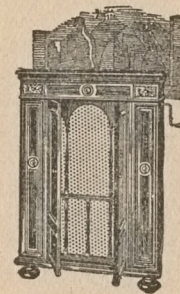
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News From The Field

WINNIPEG LOCAL

On Tuesday, March 8th, the Winnipeg Local met to receive reports of retiring officers and committees and to appoint their successors for the coming year.

An enlightening report was presented by the committee on juvenile delinquency as a result of investigations during the year. The problem of delinquency appears to be one of the most pressing and most difficult of solution of present-day social problems. A vital moral training for boys and girls seems to be the most urgent need; and so the following resolution was presented and carried unanimously: "Resolved that this meeting recommend and urge that teachers use all opportunities that the law allows for daily religious exercises, and every opportunity at whatever time of the day for moral instruction in the school classes." It was further agreed that a copy of this resolution be sent to each school with the next notice, and also that the resolution be submitted for the consideration of the Annual Conference of the M.T.F. As it was felt that this committee had only made a beginning in this field, a motion was carried that it continue in office.

A report of progress was submitted by Mr. W. Sadler, chairman of the Conference Committee. The three retiring members of this committee were re-elected by acclamation for the two-year term 1927-1929. A motion was also carried re-electing Mr. E. H. Morgan and Miss Hamilton for the year 1927-1928, as they had served on the committee for part of the past year.

The Treasurer's report showed a favorable balance, considerably more than sufficient to meet the estimated expenditures for the rest of the current year.

The report of membership showed an increase during the past year, the fourth successive one; membership for the past four years being 750, 773, 821 and 824 respectively. Seventeen schools were reported 100% members. Attendance also showed improvement—an average of nearly 200 at regular meetings; while two special meetings had brought out an attendance in each case of considerably over 600 members.

A pleasing interlude in the business programme occurred when the retiring secretary, Mr. Geo. Florence, was presented with a library table by Mr. C. C. Stewart on behalf of the Local. Mr. Florence was completing his third year as secretary, and all agreed with Mr.

Stewart's remarks as to the whole-hearted, conscientious, and effective work done by him, and his loyalty to the best interests of the Federation during his term of office.

The following officers were elected for 1927-1928:

President—Mr. Geo. Florence.

Vice-President—Miss Margaret Bell.

Secretary—Mr. Geo. Duncan.

Treasurer—Mr. D. B. Huggins.

Thirty-three delegates were elected to represent the Local at the Annual Conference of the M.T.F.

A hearty vote of thanks was passed to the retiring President, Mr. Sydney A. Campbell, for the able and amiable manner in which he had presided at the meetings during the year.

ST. VITAL LOCAL

A meeting of the St. Vital branch of the Manitoba Teachers' Federation was held on February 8th, at Glenwood School. After the minutes were read and approved, Mr. Burland, of Norberry School and Mr. Johnson, of Glenwood School, were appointed as delegates to meet with other representatives of the M.T.F. at the Easter Convention.

It was decided that the following resolution be sent to the Provincial Secretary for the Convention:

"That we view with dissatisfaction the present overcrowding of classes; that we feel it is retarding the pupil's progress, hampering the teacher's efficiency, injuring the health of both teacher and pupil, and tending to create a false standard of promotion."

Plans were made for a whist drive and dance to be held in Norberry School on the first Friday in April. Various committees were appointed to arrange for music, decoration and refreshments. All our members look forward to a repetition of the success of the social held in November.

PLUMAS LOCAL

The Plumas Local met on Saturday, March 5th. Plans for the coming year were therefore discussed and it is proposed to hold a meeting after Easter at which the Annual Conference will be discussed and a report considered. The representative to the Annual Conference is Miss Annie Riddell, Secretary of the Local.

LAC DU BONNET LOCAL

The Lac du Bonnet Local held its regular monthly meeting on Friday evening, March 11th. There was, as usual an excellent attendance, several teachers from outside districts being present. After the minutes of the previous meeting had been read and adopted, Mr. Hardy was elected by acclamation as delegate from this Local to the Annual Conference. A resolution to be presented by the delegate to this Convention was discussed and passed. This appears among the resolutions printed elsewhere in this issue.

It was decided that the Local would meet at a luncheon to be held in the St. Charles Cafe, Winnipeg, on April 20th. The next meeting of the Local will take place at Landerville School May 14th. At this meeting a report of the Annual Conference will be presented.

BINSCARTH-STRATHCLAIR LOCAL

A meeting of the Binscarth-Strathclair Local was held at the Binscarth School on Friday evening, Feb. 25th. About twenty-five teachers were present, including representatives from Strathclair, Shoal Lake, Solsgrith, Birtle, Foxwarren, and Binscarth districts.

The chair was occupied by the president, Mr. A. E. Moore, of Strathclair. The Secretary, Mr. O. T. Gamey, of Strathclair, read the minutes of the last meeting which were adopted. The matter of holding a big field day in June for all the schools of the district was thoroughly discussed, and a strong committee was formed to communicate with the different school boards and teachers and get their opinions of the matter.

Delegates to the Annual Meeting of the M.T.F. were appointed as follows: Mr. O. T. Gamey, of Strathclair, and Miss K. Medcalf, of Foxwarren, with alternate delegates, Mr. W. J. Bond, of Binscarth, and Miss Walker, of Shoal Lake. It was decided to hold the next meeting at Solsgrith on Friday evening, May 6th, commencing with supper at 6 p.m.

Miss Manwaring, of Birtle, gave the meeting a very interesting and instructive account of the Annual Meeting of the Canadian Teachers' Federation, held at Charlottetown last August, and also spoke about the next meeting of the World's Educational Association to be held in Toronto this coming summer.

The meeting then divided into sections where matters of interest and importance to the work of the teacher were discussed. In the High School section it was decided to send a resolution to the Annual Meeting of the M.T.F., protesting against the teaching of Grade 9 in the rural schools.

After all business was completed a pleasant social half hour was spent before

train time. During this period the lady teachers of Binscarth, assisted by their friends, served a dainty lunch, which was much enjoyed by all.

BRANDON LOCAL

A meeting of the Brandon Local was held in the Collegiate Library on February 15th.

The resignations of Mr. J. Reid, Collegiate representative, and Miss Duval, vice-president, were received with regret. Mr. J. Clark, of Central School, and Mr. J. Wicklund, of the Collegiate were appointed to succeed them.

It was decided that an outside speaker be invited for the March meeting, and that Miss Insley, Mr. Cooper, and Mr. Byers, be the delegates to the Easter Convention. Miss Graham, Mr. Byers and Mr. Cooper were appointed as resolution committee for the Spring Convention.

It was also decided that the Local entertain the Normalites some evening in the near future.

Before the meeting adjourned, Mr. E. K. Marshall briefly addressed the members, asking that they take as "work at hand" the presentation of Federation matters at the Normal.

NEWS FROM DAUPHIN NORMAL

Just a hearty greeting from the students of Dauphin Normal to the members of the M.T.F. These students have been rather quiet for the last six months; but they have been going strong ever since September.

Their Literary Society is progressing rapidly under the leadership of an able president, W. G. Sallans, and many an interesting hour has been spent by the students in listening to debates and programmes, which have been arranged by the different groups into which the class is divided.

The realm of sport has not been neglected. The students are proud of the football trophy, in the form of a cup, which the Normal boys won during the first term. Frequent hockey games between Collegiate and Normal students have been much enjoyed, and all are looking forward, with happy thoughts, to the baseball days which lie ahead.

The students are keenly interested in the M.T.F. and are proud of the fact that Dauphin Normal holds first place among the Manitoba Normal Schools in having "Joined up."

Promising to help the M.T.F. as much as possible, both in the present and the future and wishing good luck to all, "1926-27 D.N.C." bids you adieu—for this time.

NORWOOD LOCAL

The Norwood Local met on Thursday, March 17th, in the Tache School. It was a very representative meeting. The main purpose of the meeting was to hear a statement from the General Secretary and from Mr. Sadler, Chairman of the Conference Committee, of the Winnipeg Local. The General Secretary gave some account of the progress being made in matters of Federation in the profession generally, and Mr. Sadler gave a complete account of the controversy in connection with Winnipeg. The Norwood Local was quite interested in this and a resolution of sympathy for the Winnipeg teachers in their efforts to obtain recognition of their rights was passed.

The representative from this Local to the Annual Conference is Mr. H. B. Donnelly, with Mr. McCallum as alternate.

BROOKLANDS LOCAL

A meeting of the Brooklands Local was held on Tuesday, March 15th. There was a good attendance. The report of the Secretary showed that all teachers under contract with the Brooklands School Board were fully paid-up members of the Manitoba Teachers' Federation.

The Local is looking forward to welcoming into its midst two of the rural teachers whose schools are nearby and it is expected that several more will become members of the Local in the near future.

This was the Annual Meeting and the Local reorganized as follows:

President—Mr. J. T. Cressey.

Vice-President—Mrs. L. Y. Fry.

Secretary-Treasurer—Miss F. M. Leeming.

To complete Executive—Miss A. C. Rathwell, Mr. J. Armstrong, Mr. S. N. Krawchuk.

Mr. Cressey was appointed representative to the Annual Conference, with Mr. Krawchuk as alternative.

After the business had been completed, the General Secretary and Mr. Sadler spoke to the members. The General Secretary gave some account of the growing strength of the Federation, and Mr. Sadler outlined the Winnipeg situation, pointing out how necessary it was for the cause of education and the teaching profession that all teachers, whether in the city or not, should have their own strong organization.

The Local will meet again after the Annual Conference to consider the report of the Conference. It should be stated that a number of resolutions were passed at this meeting for the consideration of the Annual Conference, six in all. These are printed elsewhere in the present issue of the magazine.

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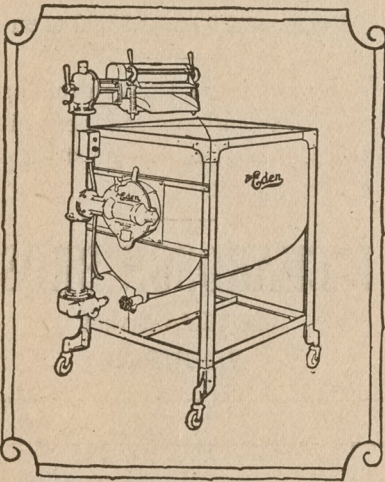
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TRANSCONA LOCAL

A meeting of the Transcona Local was held on Tuesday, March 8th, after school. There was a record attendance. The meeting was presided over by Mrs. Widlake, President.

The Secretary read the circular letter sent out by the central office giving some account of the work of the Federation. After a brief business meeting the General Secretary gave a short address, in which he told some of the things accomplished by the Federation and some of the objects in view. In speaking of the Tenure cases he said that already the total number for this Federation year was in the neighborhood of 295, with over 600 teachers outside of Winnipeg affected.

Mr. W. Sadler, convener of the Winnipeg Committee, was present and gave an address which was appreciated. He said that the Federation existed not only for the protection of the teachers and the teaching profession, but for the advancement of the pupil in the school. He spoke of the development of the Manitoba Teacher and pointed out that a great number of articles were now appearing which were of direct assistance to teachers in the classroom. He said that the younger teacher's enthusiasm made up for lack of experience, and thought that the Federation should do as much as possible for the junior teachers. He appealed to the Transcona teachers to support the Federation. There were possibly things left undone by the Executive; but they were doing the best that could be done under the circumstances. A great deal of work had been accomplished, and he appealed to the teachers to give the Executive every support. He invited criticism so that mistakes in the future might be avoided. In speaking of the Winnipeg situation he said that the loyalty and enthusiasm of the teachers generally for the Federation was almost astonishing. During their present dispute, nothing more could be desired in the matter of encouragement and support on the part of the great majority of the Winnipeg teachers. They felt that an important principle was at stake, which concerned not only the Winnipeg teachers but the teachers of the province.

After Mr. Sadler's address, brief speeches were made by Mr. Baxter and Mr. Bousefield. Certain difficulties had arisen, and they were frankly discussed.

The meeting was an enthusiastic one, and there is every likelihood that the Transcona Local will come up to the standard. Another meeting will be held shortly to elect delegates for the Annual Conference, and consider resolutions to be forwarded.

SIFTON-WINNIPEGOSIS LOCAL

The Sifton-Winnipegosis Local held its Annual Meeting on Saturday, March 19th, at Sifton. The year's work was reviewed, and the following were elected for the coming year:

President, Mr. Frank Halinski; Vice-President, Miss Sophie Dolhun; Secretary, Mr. Harry L. Stein; Treasurer, Miss J. Batty.

Mr. Stein was appointed delegate to the Easter Conference.

Ways and means were then discussed as to how the membership of the Local could be increased. It is expected that the May meeting will be a record one. At this meeting an effort will be made to get the teachers from the schools nearby to attend. A full report of the Easter Conference will be presented on this occasion.

BRANDON LOCAL

The Brandon Local has been very active during the past winter months. Great enthusiasm was displayed in the Teachers' January Bonspiel. Mr. P. Bell's rink won the Grand Challenge, Mr. H. Duncan's being a close runner-up. The Consolation was won by Mr. E. W. Byer's rink. Blue Crown Derby and Aynsley cups and saucers and gold pencils were presented to the winners.

A Court Whist Drive and Novelty Carnival held in the Collegiate Auditorium in February was much enjoyed by the teachers and their friends.

The March meeting took the form of an illustrated lecture on "Ancient and Modern Ideas of the Universe," given by Dr. L. A. H. Warren, of Manitoba University, Winnipeg. Dr. Warren described the old ideas of the universe and then traced for his listeners the change and advance in these ideas up to the present time, stating that greater advance had been made in the past two or three years than in hundreds of years previous. "The Toyland Review," given during the evening by the students of Miss Doig's room of the King George School, was much appreciated.

ST. JAMES LOCAL

The Annual Meeting of the St. James Local was held on Thursday, March 10th, in the Assiniboine School. The meeting was well attended. Principal Tinkler was in the chair.

The Local passed the following resolutions:

1. Congratulating the Dauphin Normal School students for their 100% membership.

2. Expressing sympathy with the Winnipeg teachers who are affected by the salary adjustment, and heartily endorsing

ing the stand taken by the Winnipeg Conference Committee.

3. Approving the principle of Dominion Registration of Teachers.

4. Leaving the refund due their Local in the hands of the Central Executive this year.

The financial and business report of the Local was a very satisfactory one and showed that the organization was in good shape.

The following officers were elected for the year beginning April 1st, 1927:

President, Mr. Clarence Moore, Britannia School; Vice-President, Miss Redmond, Bannatyne School; Secretary, Miss Belyea, Assiniboine School; Treasurer, Mr. F. E. Tinkler, Assiniboine School.

Executive—Miss Campain, Britannia School; Miss George, Britannia School; Miss Boyd, Britannia School; Miss Riddell, Woodhaven School; Miss Cram, Bannatyne School; Miss Dafoe, Sturgeon Creek School; Miss Brown, Linwood School; Miss Johnston, Linwood School; Mr. Watts, Linwood School.

Great hopes are entertained for an even better membership this year than last. New teachers will be approached on the subject.

The following were appointed delegates to the Annual Conference at Easter: Mr. Clarence Moore, Miss S. A. Redmond, Miss D. Belyea.

After the business was completed, the General Secretary made a few remarks, and he was followed by Mr. W. Sadler, who gave an account of the Winnipeg situation. He was very clear in his exposition, and the teachers were glad to have this information from him first hand.

The Local looks forward with anticipation to a very successful future, and already plans are being considered for the forthcoming year.

EAST KILDONAN LOCAL

A meeting of the East Kildonan Local was held on March 9th, in the Prince Edward School. This meeting was called for the purpose of considering the circular letter sent out by the Central Executive, and of discussing matters of organization. Miss Seale was in the chair.

After the reading of the circular letter, the General Secretary was called upon and commented upon certain matters in connection with that letter, urging an increase of membership, and drawing attention to the number of tenure cases which had already been considered by the Federation so far this year. Mr. Sadler then spoke on the Winnipeg situation and gave a very clear and comprehensive account of the events leading up to the present situation.

The Local went on record in a resolution which commended the action taken by

the Winnipeg Federation in connection with their controversy with the School Board. A copy of this was forwarded to the Central Executive to be considered at the Easter Conference.

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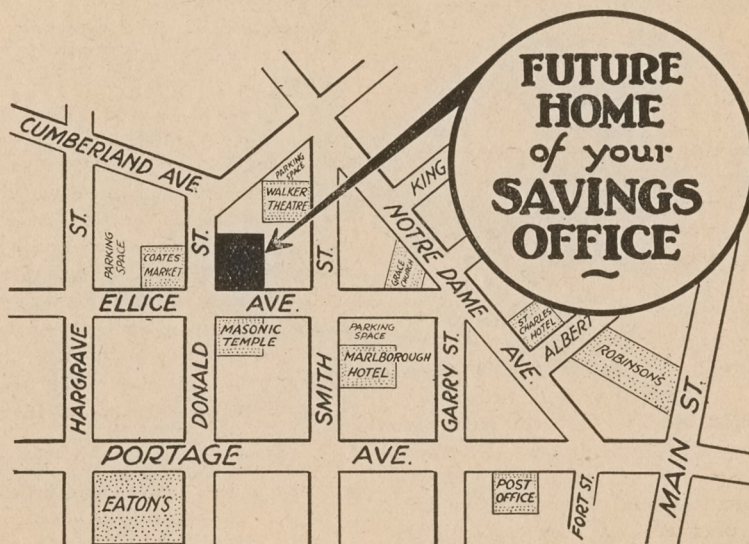
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WEST KILDONAN LOCAL

The West Kildonan Local met on Wednesday, March 23rd, after school. After remarks from the President, Mr. Elliott, the General Secretary was asked to address them. He made a brief reference to the progress of the Federation generally and stressed the value of the contribution which can be made by the Federation to education.

Mr. S. A. Campbell, President of the Winnipeg Federation, then spoke. He reviewed the events leading up to the present situation in Winnipeg.

The Local Federation expressed sympathy with the Winnipeg teachers in their efforts to reach a satisfactory settlement.

BEAUSEJOUR LOCAL

The Beausejour Local met on Tuesday, March 22nd. A good attendance of teachers was present. The chairman, Mr. Fred Hall, gave an account of what had been done during the fall and winter months.

Then he called upon the General Secretary to give an address. In his remarks he told what had been accomplished by the Legislative Committee. He thought that the new contract form was a real accomplishment of the Federation. He then spoke of the work of the Magazine Committee and found from the teachers present that they appreciated the journal very much. He referred to the work of the other committees and the teachers realized that a great deal of valuable work was being done by these committees. He then referred to the number of cases coming before the Tenure Committee and stated that 300 files had been opened in this connection. Most of these were adjusted to the satisfaction of the teachers concerned, the majority of them requiring just a little patience and tact. He then gave an account of the Winnipeg situation, after which a resolution was passed extending the appreciation of the Beausejour Local to the Winnipeg teachers for the stand they have taken in connection with the School Board.

The meeting elected Mr. Fred Hall as representative to the Easter Conference.

PORTAGE LA PRAIRIE LOCAL

The Local Association in Portage la Prairie had a record attendance at its meeting on Wednesday evening, March 23rd. The teachers had as their guests Mr. W. Sadler, of Winnipeg, and the General Secretary.

After the business of the Local had been dealt with, the President, Mr. G. G. Grigg, called upon Mr. Sadler, who out-

lined very thoroughly the Winnipeg case.

The General Secretary, who followed, briefly outlined the year's work. He referred to the coming World Conference at Toronto and pointed out how teachers everywhere were united in one great common cause, namely, the training of boys and girls. The Portage Local has had a very successful year and this meeting was an indication of the attitude of teachers generally to their profession.

GIMLI LOCAL

The Gimli Local was organized on Wednesday, March 16th. The following officers were elected:

President—Mr. A. B. Gillespie.

Secretary-Treasurer—Mr. F. J. Selmundson.

The Local has started with a membership of fourteen, and has laid plans to hold a meeting in May after the Annual Conference. At this meeting an effort will be made to get teachers nearby. The officers hope to make this Local at least twenty-five members. It has started with great enthusiasm and the teachers seem quite determined to make their contribution to the cause a worth while one.

The General Secretary was present at the organization meeting and spoke on the cause generally.

Mr. A. B. Gillespie was appointed a delegate to the Annual Conference.

VIRDEN LOCAL

The Virden Local Federation held a meeting on Saturday, March 12th. There was a good and enthusiastic meeting. After discussing the various matters which might be brought up before the Annual Conference, the following resolution was adopted to be sent to the Easter Conference:

"That the Manitoba Teachers' Conference endeavor to get all Normal School graduates to agree not to teach for less than a definite minimum salary."

The Local appointed Mr. A. M. Shields and Mr. Hugh Connolly, of Elkhorn, as their delegates, with Miss B. Sanford as a possible alternative.

The Local has had a good winter's work and has plans for an effective campaign for next year.

SELKIRK LOCAL

The Local Federation at Selkirk met on Tuesday, March 22nd, in the Devonshire Collegiate. A number of local matters were considered and after these had been disposed of, Mr. E. H. Morgan, of Winnipeg, spoke in connection with the work of the Federation generally. He

pointed out that the Federation first and foremost stood for efficiency in the class room and the advancement of the cause of education.

The meeting was largely attended.

MINNEDOSA LOCAL

The Minnedosa Local held its closing meeting of the Federation year, on Saturday, March 12th, in the South School. The following officers were elected to hold office for one year:

President, Mr. Jas. Crossley; Secretary, Miss V. Livingstone; Executive, Mr. A. J. Bell, Minnedosa; Miss G. Mayes, Minnedosa; Miss Marion Price, Cameron.

The retiring Secretary, Miss Edna Harrison, was then appointed as delegate to the Easter Convention of the M.T.F., with Miss M. Lawson as alternative.

A letter from the Management Committee of the M.T.F. was then read and discussed. It was arranged to hold the next meeting of the Local in the third week of May. This was to take the form of a social lunch, to which all outside teachers would be invited. The rest of the arrangements were left in the hands of the Executive.

The meeting adjourned.

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NATIONAL UNION OF TEACHERS (England)—
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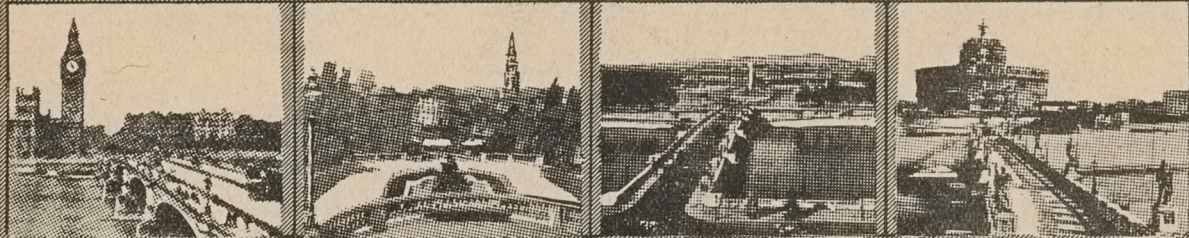
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VOL. 8, No. 4

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APRIL, 1927

OFFICIAL ANNOUNCEMENTS

IMPORTANT

The Federation Year was changed by order of the Easter Convention and now ends with March 31.

Fees for 1926-7

Capitation Tax.....\$4.00
Subscription to "The
Manitoba Teacher".....\$1.00
Total Fee.....\$5.00

MEMBERSHIP PAYMENTS

March 17th, 1927

Winnipeg825
Rural841
Normal School573

Total.....2,239

Paid for 1927-28

Regular Members.....41
N.S. Student Members.....32

The following places have not yet completed their organization: Arborg, Brookdale, Decker, Eriksdale, Graysville-Roseisle, Grandview, Kelwood, Kenton, Morris, McCreary, Poplarfield, Reston, Rivers, Swan Lake, and many other points at which Locals might be formed.

NOTICE

We hope that the teachers will carefully check over the lists of paid-up members which have appeared in February, March and the present issue. If there are any changes to be made we wish to make these in our next issue and should receive notice in plenty of time.

NOTICE

Have you changed your address since the last issue of "The Manitoba Teacher" was published? If so, please notify the Federation Office at once, so that our mailing lists may be corrected.

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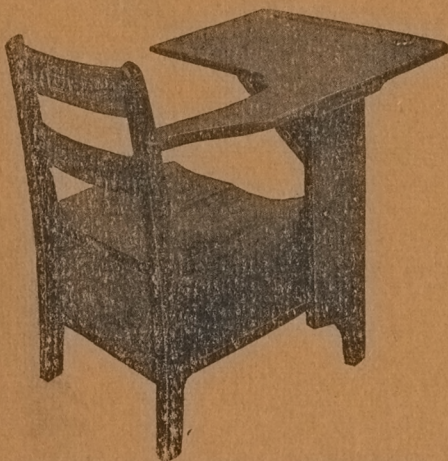
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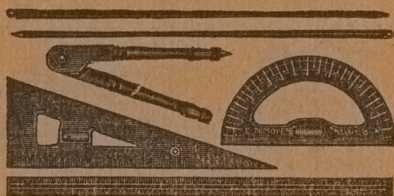
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